REPORT RESUMES

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THE CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM.
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DESCRIPTORS- *CURRICULUM, *BUSINESS EDUCATION, HIGH SCHOOLS, QUESTIONNAIRES, DISTRIBUTIVE EDUCATION, PROGRAM PLANNING, CURRICULUM PLANNING, *DEMONSTRATION PROGRAMS, COOPERATIVE EDUCATION, GUIDELINES, SLOW LEARNERS, SMALL SCHOOLS, COLLEGES, INSTRUCTOR COORDINATORS, NEW JERSEY,

THE PURPOSE OF THIS STUDY WAS TO ESTABLISH A 4-YEAR BUSINESS AND DISTRIBUTIVE EDUCATION CURRICULUM TO SERVE AS A GUIDE FOR IMPLEMENTING AND IMPROVING PROGRAMS IN THE STATE. THE MATERIAL WAS DEVELOPED BY STATE BUSINESS EDUCATION SUPERVISORS AND TRIAL TESTED AMONG BUSINESS EDUCATION COORDINATORS AND TEACHERS AND IN SEMINARS. BASED ON 26 STATEMENTS OF CRITERIA FOR A CURRICULUM IN A MODEL BUSINESS EDUCATION PROGRAM, SUBJECT SEQUENCES FOR HIGH SCHOOLS WITH AND WITHOUT OUT-OF-SCHOOL WORK PROGRAMS WERE DEVELOPED. WORK EXPERIENCE PROGRAMS, EXPLORATORY AND CAREER PROGRAMS, AND PROGRAMS FOR SMALL HIGH SCHOOLS, THE SLOW LEARNERS, AND COLLEGE STUDENTS ARE DESCRIBED. SAMPLE QUESTIONNAIRES FOR USE IN PLANNING PROGRAMS, AND REPORT FORMS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $1.50 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (PS)

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State of New Jersey
Department of Education
Division of Vocational Education

THE CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM

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Trenton, New Jersey

VT003124

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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State of New Jersey
Department of Education
Division of Vocational Education

THE CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM

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THE CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM

INTRODUCTION

In this scientifically automated age of ours when space flights and news of population explosions are continuously in the headlines, much emphasis has been placed on the "college bound" student. Parental and administrative pressures have been applied to such a great extent that guidance personnel in our public schools must go through great pains in conducting nationwide college placement programs. In the meantime, what is being done by the public schools for the "business education" student? Are the high schools really as concerned about preparing him for suitable employment and life as they are about preparing the college bound student for entrance to college?

It appears that over the years the ambitions and desires of American youth have little relationship to the occupational structure of the world of employment. In 1964, over one-half of our high school graduates went on to institutions of higher learning[1] to prepare for occupations which involve a small fraction of our labor force. This seems to indicate that the national attitude of high school students has not changed. While the number of high school graduates is increasing, the number of students going to college is increasing even more.[2] From this, one can justifiably suggest that more and more students are embarking on college programs which tend to widen the gap between individual ambitions and collective reality.

PURPOSE

The purpose of this study will be to establish a business education curriculum to serve as a guide for implementing and/or improving business education programs in the State of New Jersey.

SCOPE

This study concerns itself primarily with the business education student and what can be done to prepare him for the world of work. An attempt will be made to establish a model* business education curriculum to encompass the entire realm of business career planning and preparation from guidance to job placement.

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[1] U. S. Office of Education, Digest of Educational Statistics, 1964, OE 10024-64.

[2] Blackstone, Bruce I., "Functional Patterns for Guidance and Manpower Structure in Office Occupations," EBTA YEARBOOK, Vol. 39, 1966, P-161.

*model--an illustration to serve as a guide.

DEFINITIONS OF TERMS

Before this task is undertaken and in order to meet on common ground, it is necessary to define the following terms used throughout this study.

A Business Education Student, sometimes referred to as a Business Student, shall be considered to be a high school student who intends to enter employment in the office occupations upon graduation from high school.

Office Occupations shall be considered as office jobs that are normally found in practically any business which has a clerical activity--for example: general clerks, clerk typists, stenographers, bookkeepers, statistical clerks, file clerks, key-punch operators, business machine operators, administrative assistants, etc.

A Distributive Education Student, sometimes referred to as a DE Student, shall be considered as a high school student who intends to enter employment in the areas of merchandising, marketing, and management.

Skill Subjects shall be referred to as the subjects of typewriting, shorthand, bookkeeping, record keeping, business mathematics, business English, salesmanship, and related activities such as filing, business machine operation, electronic data processing, office practice, telephone techniques, etc.

General Business Subjects shall be referred to as the subjects of introduction to business, exploratory business, business occupations, business law, consumer economics, business organization and management, economic geography, etc.

Work Experience Programs shall be considered as coordinated programs of on-the-job learning which have been made part of the student's schedule.

Job Placement Programs shall be considered as carefully designed and coordinated services offered to all students for the purpose of assisting them in obtaining full-time employment in their fields of endeavor after graduation from high school.

Vocational Guidance shall be referred to as a full-time guidance activity designed to help a student choose, prepare for, enter, and make progress in an occupation which is appropriate for the student.

Exploratory Courses or Programs, sometimes referred to as Career Courses or Programs, shall be considered as scholastic activities which enable students to become aware of the various occupational opportunities that exist for the high school graduate.

The Secretarial Sequence shall be considered as the pattern of skill subjects and general business subjects necessary in a high school student's schedule in order for him to enter the secretarial field upon graduation.

The Bookkeeping and Accounting Sequence shall be the pattern of skill and general business subjects necessary in a high school student's schedule in order for him to enter the bookkeeping and accounting field upon graduation.

The Clerical Sequence shall be the pattern of skill and general business subjects necessary in a high school student's schedule in order for him to obtain a routine clerical position upon graduation.

The Distributive Education Sequence, referred to as the DE Sequence, shall be the pattern of skill and general business subjects necessary in a high school student's schedule in order for him to enter the fields of merchandising, marketing, and/or management.

The General Business Sequence shall be the pattern of general business subjects which are interwoven throughout the secretarial, DE, bookkeeping, and clerical sequences.

Slow Learners shall be considered as those students who do not progress as rapidly through the sequences as they should.

BASIC CONSIDERATIONS

Practically every business educator will agree that business education serves two major purposes. First, it is concerned with the preparation of students for entrance into business careers, for rendering efficient service in their careers, and for the advancement to higher levels within their careers. From this, one can conclude that business education is one of the divisions of vocational education.

The second purpose of business education is concerned with those principles and practices of everyday business relationships that aid in conducting one's personal business. The need for this type of education arises from the fact that everyone, regardless of occupation or economic status, engages in many activities of a business nature. In this light, general business education is a form of education that every citizen should have.

To achieve the first purpose of business education--the vocational objective--the business educators, guidance personnel, and school administrators need to know the occupations available to students in their communities, the duties and specialized knowledge required of the workers, and the attitudes, habits, personal characteristics, and human relation skills that will contribute to the development of an acceptable employable personality. Further, they must know the skills and knowledges necessary for workers to advance on the job, once the initial job has been obtained.

To achieve the second purpose of business education--the general business objective--business educators, guidance personnel, and school administrators need to know the business activities in which all citizens of their community engage and the kind of knowledge these citizens need to possess.

The big problem in achieving these objectives is informing business educators, guidance personnel, and school administrators of what they need to know and use in order to implement a sound curriculum in business education. Further, it is necessary for all of these educators to get "off their backsides" and do a little business community research by means of personal involvement, surveys, follow-up studies, and job analyses.

A sample business education survey of a New Jersey school in Morris County is attached as ANNEX "A" along with a sample follow-up study form attached as ANNEX "B". Before any sound program can adequately be improved or revised, a follow-up is necessary.

Such surveys and follow-up studies can easily determine course content for the specific occupational opportunities and requirements. Determining the general business content--those things all citizens should know--is very difficult, however. Some means of determining general business content are offered by H. G. Enterline.[3] He suggests using newspaper analysis, analysis of child and adult life, and analysis of the writings of frontier thinkers.

[3] Enterline, H. G., "Trends of Thought in Business Education," Monograph 72, South-Western Publishing Company, 1947, P-13.

Another means is seeking out advice from the experts. Such examples of expert recommendations can be obtained from such sources as the National Task Force on Economic Education,[4] Gratz's "Major Issues in Business Education,"[5] Warmke's "Distributive Education Issues,"[6] National Business Education Association, New Jersey Business Education Association, and the New Jersey State Departments of Business and Distributive Education.

Role of the Skill Subjects

The primary role of the skill subjects in business education is to develop vocational competency.

Role of the General Business Subjects

The primary role of the general business subjects in business education is to give depth and understanding of our economic society in order that the student can become a productive and informed worker, citizen, and consumer.

Role of Work Experience Programs

The primary role of work experience programs is to provide the student with practical on-the-job learning which is coordinated with his high school business and/or distributive education taking into consideration the student's career objective. Attached as ANNEX"C" are proposals for work experience programs at a New Jersey high school in Burlington County which were completed in 1966.

Role of Job Placement Programs

The primary role of Job Placement programs is to place high school students in full-time jobs leading to their career objectives upon graduation. Attached as ANNEX "D" is a summary and report of the Business Education Job Placement Program at Randolph High School, Randolph Township, New Jersey, which was completed in 1966. Further, attached as ANNEX "E" is an illustration of the duties and responsibilities of a business education job placement coordinator.

[4] Committee for Economic Development, Economic Education in the Schools, 711 Fifth Avenue, New York, 1961.

[5] Gratz, Jerre E., "Major Issues in Business Education," Monograph 106, South-Western Publishing Company, 1962.

[6] Warmke, Roman F., "Distributive Education Issues," Monograph 102, South-Western Publishing Company, 1960.

Role of Exploratory Programs

The primary role of exploratory programs is to provide the student with an opportunity to experiment with skills and knowledges which are encountered later in the student's curriculum. Attached as ANNEX "F" is a brief outline of an experimental exploratory course in business and mathematics. Notice how career and occupational information was integrated.

Role of Occupational and/or Career Programs

The primary role of occupational and/or career programs is to acquaint the student with the various occupational and career opportunities available in or near the employing community. Refer to ANNEX "F".

Role of Distributive Education

The primary role of Distributive Education is to prepare students to enter the fields of merchandising, marketing, and management. Attached to ANNEX "G" is a statement of distributive education in New Jersey according to Mr. Robert B. Joy, Director of Distributive Education for the State of New Jersey.

CRITERIA FOR A CURRICULUM IN A MODEL BUSINESS EDUCATION PROGRAM

In 1965, the Vocational Division of the New Jersey Department of Education enlisted the services of Dr. William Polishook of Temple University to form a committee and establish criteria for a model business education program. Further, fifteen high schools were selected throughout New Jersey to participate in reacting to the criteria. The participating schools were:

Barringer High School - Essex County
Bridgewater-Raritan High School - Somerset County
Dickinson High School - Hudson County
Ewing High School - Mercer County
Hunterdon Central High School - Hunterdon County
Linden High School - Union County
Manchester Regional High School - Passaic County
Moorestown High School - Burlington County
New Brunswick High School - Middlesex County
New Milford High School - Bergen County
Oakcrest High School - Atlantic County
Pennsauken High School - Camden County
Red Bank High School - Monmouth County
Salem High School - Salem County
Vineland High School - Cumberland County

Twenty-six statements of criteria were given:

1. It is assumed that the general aims of education at the high school level shall be the aims of business education at this level. In view of this criterion, only such further assumptions as apply especially to business education in secondary schools will hereinafter be presented.

2. Local conditions, not only within a community but often within a single school in that community, must be taken into consideration in setting up and administering a program of business education.

3. Regardless of the type of school organization which prevails in any community there are two distinct, but articulated, periods of training in the field of business education. For the purposes of our study one may be called the pre-vocational period, and the other may be called the vocational period. The pre-vocational period should be given over largely to exploration, try-out, personal use, and general education.

4. The vocational period should be given over largely to training in preparation for well-defined types of business occupations.

5. During the pre-vocational period, each pupil should decide under guidance which of the office, store, and other initial-contact occupations he wishes to prepare for.

6. In the business career of any pupil, the ultimate goal job is more important than the initial-contact job since it has been demonstrated that any type of clerical or other business work may be used as a stepping stone to higher levels of employment.

7. In view of the greater importance of ultimate goals, try-out courses in business should be so constructed as to reveal the aptitudes, abilities, and interests of pupils with respect to such goals as well as with respect to the more immediate initial-contact jobs.

8. Vocational skill-training should form a part of the training for practically every boy or girl in the business department, but such skill-training should be confined to a single skill or a closely related group of skills--stenographic, bookkeeping, selling, office machine operation, etc., in order to make room for an adequate general education program.

9. The largest possible amount of general education consistent with sound vocational training should accompany all business education, but such general education should, wherever possible, be adapted to the needs of business pupils.

10. Since continuity of practice is essential to the development of skills of all sorts, as far as is practicable, short, intensive courses in skill subjects should replace longer courses with intermittent practice on alternate days.

11. Such skills as are essential to any particular business occupation for which a pupil is training should be developed as nearly as possible to the time when the pupil will leave school and enter upon such employment.

12. The core of the business curriculum should be general education instead of bookkeeping, shorthand, or any business subject or groups of such subjects.

13. Preparation for college cannot be accepted as a major objective of high school business education since the large majority of graduates of a high school business department do not go to college. Preparation for college and training for business positions require different programs.

14. Since the aim of vocational business education is to prepare for the performance of specific office or store or other business duties, the tests of achievement in the technical or skill subjects in this field should square with the requirements of occupational life instead of with the usual academic standards.

15. Since the initial-contact positions and promotional opportunities open to boys are likely to be different from those commonly open to girls, the high school program of business education should be so constructed as to meet the apparent needs of both sexes through specialized or differentiated curriculums.

16. Boys and girls who lack the personal, mental, and physical characteristics which suggest the possibility of advancing beyond the initial-contact job should be encouraged to seek some other form of vocational training since the clerical level of business employment is unsatisfactory as a permanent goal because its financial rewards are inadequate to the needs of adult family life.

17. Since the degree of success in business which may be attained by any individual is dependent upon may factors such as "business ability," "personality," "social qualities," "mental ability," "natural intelligence," "training," "family connections," etc., no pupil should be barred from the business program because his I. Q. is average or even somewhat below average.

18. Since the conventional and traditional subjects of bookkeeping and shorthand require a high degree of "mental ability," or "student ability," or "scholastic ability," it is clear that only those who rate high in this type of ability should be encouraged to pursue training for entrance into business through the medium of a bookkeeping or stenographic position.

19. Since selling (retail or outside) requires what may be called an alert mind and pleasant personality, it is clear that persons who do not possess these qualities should be discouraged from seeking training for selling positions.

20. The high school business program must contain the best possible provision for such pupils as are not likely to succeed in stenographic, bookkeeping, and selling positions.

21. All business courses should be offered with the needs of business pupils in mind and pupils outside the business department should be permitted to elect these courses only when it is clear that they will do the work required exactly as if they were taking such courses with definite vocational intent.

22. The development of vocational skills and occupational understanding is accomplished most expeditiously and satisfactorily when the trainee has an opportunity to establish contact with actual business during the period of training; hence, it is desirable to make provision for some form of cooperative training whenever feasible.

23. The syllabus for each subject in the business curriculum should contain for that subject (a) statement of aims, (b) essential content for use in achieving those aims, (c) suggestive methods for using that content, (d) definite testing procedure for determining whether or not aims have been achieved, and (e) helpful bibliography.

24. Businessmen should be consulted in the organization of any high school business curriculum which is expected to train boys and girls for employment; hence, an advisory committee should be organized and used freely in consultive capacity.

25. The outcomes of a vocational business education program can be improved by providing (as a joint responsibility with guidance personnel) a placement service and continuous follow-up procedures.

26. It must be assumed that the instructional staff is competent from the point of training and experience in the business world and is also up-to-date by maintaining professional as well as business contacts.

Attached as ANNEX "H" is a copy of the report to the Vocational Division of the New Jersey Department of Education, submitted by Ewing High School, Mercer County, in 1966, which indicates very favorable reaction to the criteria.

DESCRIPTION OF CURRICULUM FOR A MODEL BUSINESS EDUCATION PROGRAM

From what you probably have determined, the curriculum for a model business education program would include all the criteria set forth by the Polishook Committee. It is a curriculum designed for meeting the vocational and personal needs of the business education student in order that he may become an effective worker, citizen, and consumer in our society. The curriculum must be established through cooperative effort on the parts of the business teachers, other teachers, guidance personnel, administrative staff, board members, business community, students, and parents within the community. The curriculum must be flexible enough to meet the needs of all business students and be able to provide the resources necessary for students who are not likely to succeed in stenographic, bookkeeping, and selling positions. The core of the curriculum should be general education--those things all students should know--and not merely the skill subjects.

In keeping within the criteria as established by the Polishook Committee and keeping in mind the major objectives of business education, the following model business education subject sequences are offered--one plan without cooperative work experience for those schools who find it impossible to establish cooperative work experience, and one plan with cooperative work experience for those schools that have the community resources at their command. A brief description of each business and distributive education subject at each grade level, along with reasons for implementation, will be given on subsequent pages in this booklet.

Further, it must be realized that a minimum seven period day is necessary and that split or double sessions would be completely undesirable. In addition, it may be assumed that in the sequences for high schools without a cooperative work experience program that an in-school work experience program be established and operated during the later phases of the student's learning.

MODEL BUSINESS EDUCATION SUBJECT SEQUENCES FOR HIGH SCHOOLS WITHOUT AN OUT OF SCHOOL WORK EXPERIENCE PROGRAM (to meet the stenographic, bookkeeping, and clerical sequences)

	Grade 9 (all business students)
5	English I
5	Economic Geography
1	Physical Education
5	General Science
5	Exploratory Business & Mathematics
2½	Electives
23½	TOTAL CREDITS

	Grade 10 (all business students)
5	English II
5	U. S. History I
1	Physical Education
5	Biology or Language
5	Introduction to Business with Related Mathematics
2½	Typing I
23½	TOTAL CREDITS

Grade 11

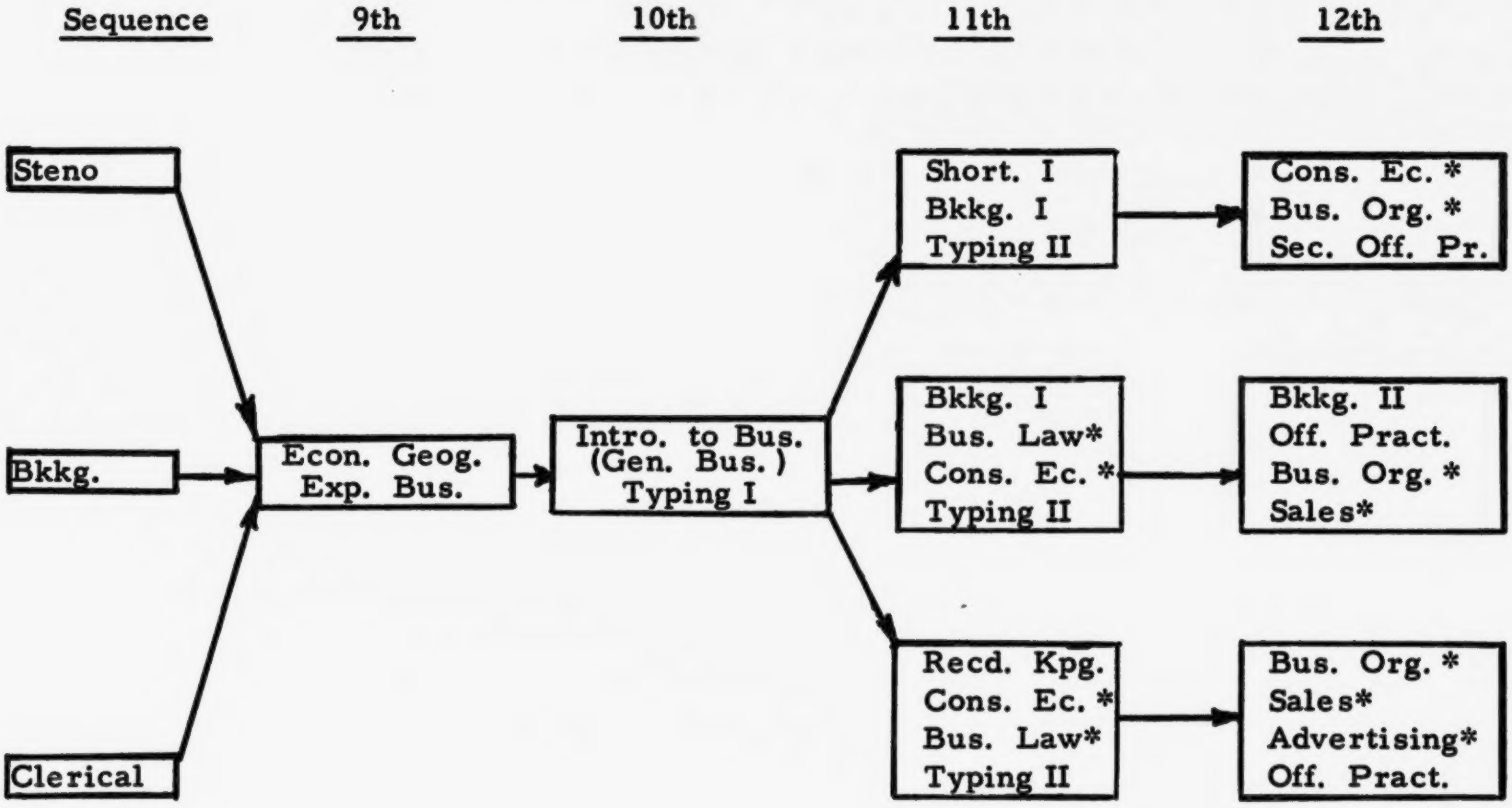
	Stenography		Bookkeeping		Clerical
5	English III	5	English III	5	English III
5	U. S. History II	5	U. S. History II	5	U. S. History II
1	Physical Education	1	Physical Education	1	Physical Education
5	Shorthand I	5	Bookkeeping I	5	Record Keeping
5	Bookkeeping I	2½	Business Law*	2½	Business Law*
2½	Typing II	2½	Consumer Econ. *	2½	Consumer Econ. *
		2½	Typing II	2½	Typing II
23½	TOTAL CREDITS	23½	TOTAL CREDITS	23½	TOTAL CREDITS

*one-semester courses

Grade 12

	Stenography		Bookkeeping		Clerical
5	Business English	5	Business English	5	Business English
5	Contemporary Gov't.	5	Contemporary Gov't.	5	Contemporary Gov't.
1	Physical Education	1	Physical Education	1	Physical Education
5	Shorthand II	5	Bookkeeping II	2½	Business Org. *
2½	Business Org. *	2½	Business Org. *	2½	Sales*
2½	Consumer Econ. *	2½	Sales*	2½	Advertising*
5	Sec. Off. Practice	5	Bkkg. Off. Practice	5	Cler. Off. Practice
26	TOTAL CREDITS	26	TOTAL CREDITS	23½	TOTAL CREDITS

HORIZONTAL ILLUSTRATION


Sequence
9th
10th
11th
12th
Steno
Bkkg.
Clerical
Econ. Geog.
Exp. Bus.
Intro. to Bus.
(Gen. Bus.)
Typing I
Short. I
Bkkg. I
Typing II
Bkkg. I
Bus. Law*
Cons. Ec. *
Typing II
Recd. Kpg.
Cons. Ec. *
Bus. Law*
Typing II
Cons. Ec. *
Bus. Org. *
Sec. Off. Pr.
Bkkg. II
Off. Pract.
Bus. Org. *
Sales*
Bus. Org. *
Sales*
Advertising*
Off. Pract.

(Illustration 1)

*one semester courses

MODEL BUSINESS EDUCATION SUBJECT SEQUENCES FOR HIGH SCHOOLS WITH AN OUT OF SCHOOL WORK EXPERIENCE PROGRAM (to meet the stenographic, bookkeeping, clerical, and distributive sequences)

Grade 9 (all business students)

5	English I
5	Economic Geography
1	Physical Education
5	General Science
5	Exploratory Business & Mathematics
2½	Electives
23½	TOTAL CREDITS

Grade 10

Stenography

5	English II
5	U. S. History I
1	Physical Education
5	Shorthand I
2½	Typing I
5	Bookkeeping I
23½	TOTAL CREDITS

Bookkeeping

5	English II
5	U. S. History I
1	Physical Education
5	Bookkeeping I
2½	Business Organization*
2½	Consumer Economics*
2½	Typing I
23½	TOTAL CREDITS

Clerical

5	English II
5	U. S. History I
1	Physical Education
5	Record Keeping (or Bkkg. I)
2½	Business Organization*
2½	Consumer Economics*
2½	Typing I
23½	TOTAL CREDITS

Distributive

5	English II
5	U. S. History I
1	Physical Education
2½	Introduction to DE*
2½	Business Organization*
2½	Consumer Economics*
2½	Typing I
2½	Electives
23½	TOTAL CREDITS

Grade 11

Stenography

5	English III
5	U. S History II
5	Shorthand II
1	Physical Education
2½	Business Organization*
2½	Consumer Economics*
2½	Typing II
23½	TOTAL CREDITS

Bookkeeping

5	English III
5	U. S. History II
5	Bookkeeping II
1	Physical Education
2½	Business Law*
2½	Sales*
2½	Typing II
23½	TOTAL CREDITS

Clerical

5	English III
5	U. S. History II
1	Physical Education
2½	Business Law*
2½	Sales*
2½	Typing II
5	Electives
23½	TOTAL CREDITS

Distributive

5	English III
5	U S History II
1	Physical Education
2½	Business Law*
2½	Sales*
2½	Advertising*
2½	Typing II
2½	Electives
23½	TOTAL CREDITS

*one-semester courses

Stenography

5	Business English
5	Contemporary Gov't.
1	Physical Education
10	Sec. Office Practice with Work Experience
21	TOTAL CREDITS

Bookkeeping

5	Business English
5	Contemporary Gov't.
1	Physical Education
10	Cler. Office Practice with Work Experience
21	TOTAL CREDITS

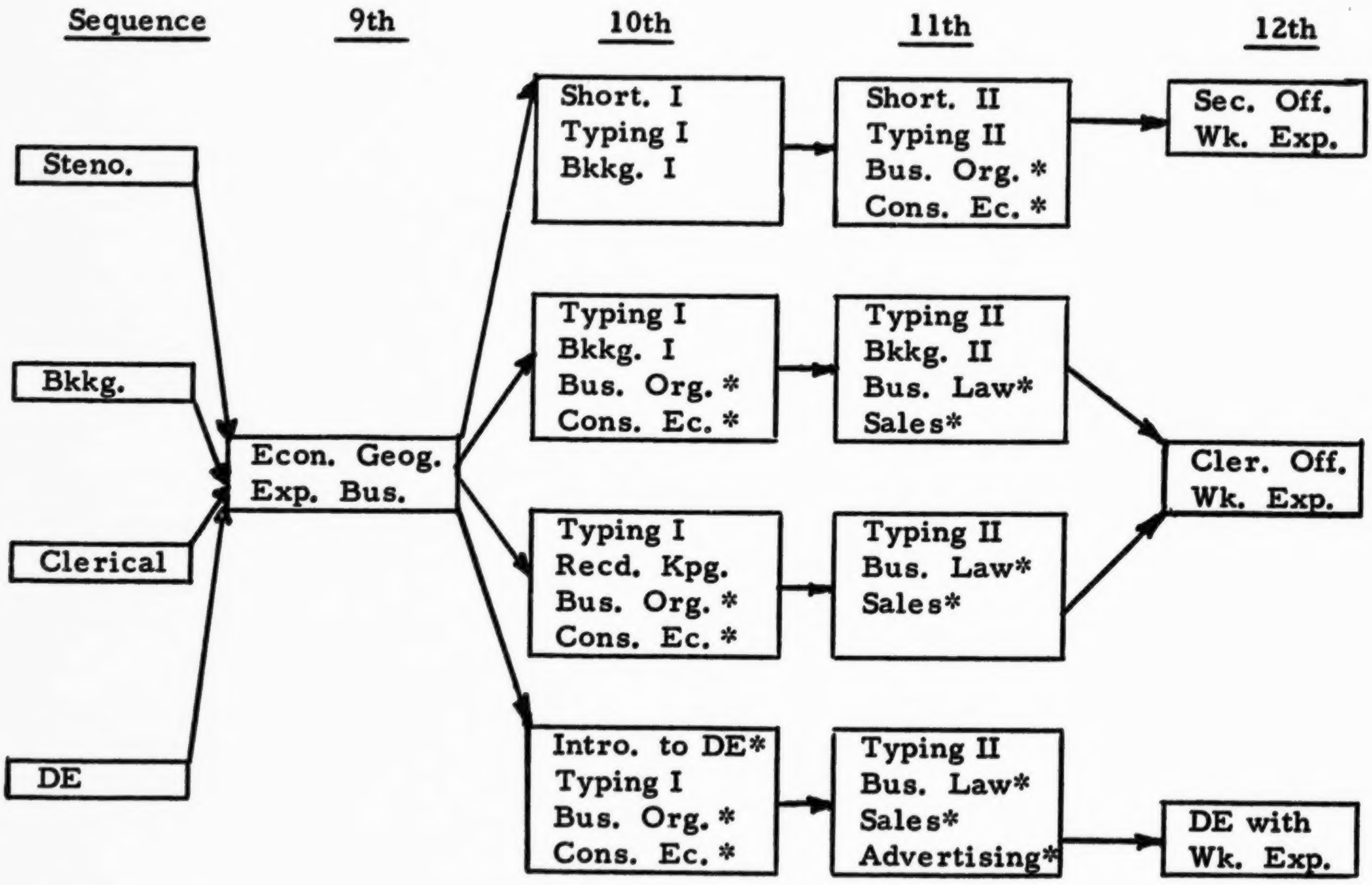
Clerical

5	Contemporary Gov't.
5	Business English
1	Physical Education
10	Cler. Office Practice with Work Experience
21	TOTAL CREDITS

Distributive

5	Contemporary Gov't.
5	Business English
1	Physical Education
10	Distributive Education with Work Experience
21	TOTAL CREDITS

HORIZONTAL ILLUSTRATION


Sequence
9th
10th
11th
12th
Steno.
Bkkg.
Clerical
DE
Econ. Geog.
Exp. Bus.
Short. I
Typing I
Bkkg. I
Typing I
Bkkg. I
Bus. Org. *
Cons. Ec. *
Typing I
Recd. Kpg.
Bus. Org. *
Cons. Ec. *
Intro. to DE*
Typing I
Bus. Org. *
Cons. Ec. *
Short. II
Typing II
Bus. Org. *
Cons. Ec. *
Typing II
Bkkg. II
Bus. Law*
Sales*
Typing II
Bus. Law*
Sales*
Typing II
Bus. Law*
Sales*
Advertising*
Sec. Off.
Wk. Exp.
Cler. Off.
Wk. Exp.
DE with
Wk. Exp.

*one-semester courses

(Illustration 2)

DESCRIPTION AND JUSTIFICATION OF SUBJECT MATTER

General Business Subjects

As was mentioned earlier, the primary role of the general business subjects is to give depth and understanding of our economic society in order that the student can become a productive and informed worker, citizen, and consumer. With this role in mind, the following brief course descriptions are offered for the general business subjects, along with justifications for grade placement.

Exploratory Business - a survey course for all ninth grade vocational students, designed to provide the student with an opportunity to experiment with business subjects which are offered later in the curriculum and to acquaint the student with the various career opportunities available in the fields of business and distributive education. Exploratory business is pre-vocational. Therefore, no standards of vocational competency should be used for grading purposes. The course is offered in ninth grade because it leads to all business and distributive subjects taken later.

Economic Geography- a general education course fundamental to developing an understanding of economics and of trade and industry in the local community, nation, and the world. The course should emphasize Man's way of earning a living. The course is offered in ninth grade (or tenth) because it is basic in understanding our economic society and the worker's role in this society. What has happened to economic geography over the years is, indeed, a shame. Business teachers, feeling highly incompetent in teaching the subject, have shoved it over to social studies departments, where for the most part, economic geography has either been dropped entirely or taught from a historical view rather than a current view. Economic geography is living, current, and dynamic if properly taught from up-to-date materials.

Introduction to Business - (General Business) - As the title implies, this course provides an introductory study of business. The course is truly general education for all students who will become active members of our business economy. The main objectives should be business education for personal use and developing an understanding of how businesses operate.

Further, the course can be used for developing occupational explorations if a course in exploratory business is not offered. Applied business mathematics should be integrated, but the emphasis should be on the general education objective rather than on developing a vocational mathematics. Introduction to business should be taught on the ninth or tenth grade level because it is a basic course in how business operates, and it is fundamental to the general business courses that follow.

Business Organization - a one-semester course, offered normally in eleventh or twelfth grade, but can be taught as early as tenth grade, dealing with why businesses are organized as they are. Opportunities are given to students to exercise judgements on such things as the role of the employer, employee relations, management, budgets, and government regulations pertaining to businesses. Potential workers should certainly know how businesses are organized in order to more fully understand their roles in business and everyday life.

Consumer Economics - a one-semester course which can be taught on the tenth, eleventh, or twelfth grade level, dealing with the general principles of buying as applied to various classes of consumer goods. Emphasis should be placed on economic problems that are encountered by the consumer such as installment buying, determining prices, personal budgeting, and agencies designed for the protection of the consumer. Teenagers have more money in their possession than ever before. It is imperative that they learn how to spend wisely in order to prepare for life in our economic society.

Business Law - a one-semester course in general business education normally offered in grades eleven or twelve. The primary emphasis should be on the basic principles of law which apply to the student in dealing with others in his everyday activities as a citizen and worker. The course is not designed to serve as a training ground for lawyers, but is designed to develop an understanding on the part of the individual of knowing one's rights according to the law and respecting the rights of others.

As you can readily see, the core of a model business education program is general education--those things all students should know; namely: general economic principles of our society (economic geography); career information and experimentation (exploratory business); the operation of business (general business); the organization of business (business organization); problems of the consumer (consumer economics); and the role of the citizen and the law (business law).

The Skill Subjects

The primary determining criteria of the grade placement of the skill subjects should be the nearness to the application of that skill to the work situation. You probably noticed earlier that where a work experience program is part of grade 12, the skills are offered earlier in the curriculum. Where there is not a work experience program, the skills are offered later in order that vocational competency will be obtained immediately before the student enters employment.

Typewriting I - (Beginning Typewriting) - Typing is basic to almost all business dealings. Practically all business correspondence and reports are typed or printed. Forms of typewriters are used as input devices for the most complicated types of electronic data processing equipment. All students with career objective in business should be encouraged to take at least one full year of vocational typewriting, with two years strongly recommended to develop adequate vocational competency. Typewriting I should serve as an introduction to vocational typing and typing for the personal use of the business student. Therefore, a separate course in personal typewriting should be offered to non-business students without emphasizing the vocational objective. Typewriting is normally begun in the tenth grade because it is the basic tool of the office worker. In Typewriting I, the student should learn the keyboard, including the numbers, by touch. He should learn how to type routine vocational and personal materials such as letters, simple tabulations, simple reports, and develop proper typing techniques. Emphasis should be placed on developing proper typing techniques rather than on developing complete vocational competency in production speed and accuracy.

Typewriting II – (Advanced Typewriting) - a full-year advanced course in typewriting designed to develop vocational competency as applied to the individual students of stenography, bookkeeping, clerical, and DE occupations. For the stenographic student, typewriting forms the finished product in transcription. For the bookkeeping student, it serves as a tool for preparing bookkeeping reports. For the clerical student, it serves as the primary tool of the office. For the De student, it serves as a tool for preparing sales reports and correspondence. Emphasis should be placed on actual production rather than on words per minute.

Bookkeeping I - (Beginning Bookkeeping) - a full-year course designed to introduce the student to the principles and applications of bookkeeping as applied to business and personal use. Not every student who takes bookkeeping will become a bookkeeper, but the knowledge be obtains will serve as part of the total knowledge he needs. Bookkeeping is basic to all financial business records; therefore, it will be valuable not only to the bookkeeper, but to the typist, stenographer, clerical worker, and sales clerk. Complete mastery of Bookkeeping I is necessary to succeed in Bookkeeping II.

Bookkeeping II - (Advanced Bookkeeping) - a full-year course in advanced bookkeeping, designed to be wholly vocational in nature. With the rapid influx of automated accounting equipment, the student must not only learn how to keep neat and accurate records through the principles of the bookkeeping cycle, but he should understand the bookkeeping cycle through the eyes of automation and be familiar with the types of equipment used in the process.

Shorthand I - (Beginning Shorthand) - a one-year course designed to introduce the student to vocational shorthand. The primary emphasis should be placed on learning the principles and techniques of reading and writing shorthand effectively enough to progress on to advanced shorthand and transcription. Before progressing to advanced shorthand, the student should possess the necessary English skills and abilities and satisfactory typing achievement which would indicate the potential to succeed in producing mailable transcripts.

Shorthand II - (Advanced Shorthand) - an advanced, full-year course in vocational shorthand, designed to develop vocational competency in taking and transcribing shorthand. It should be understood that taking dictation well in itself does not develop proficiency in transcription. The student must know how to use the skills and knowledges acquired in typewriting and English communication. Emphasis should be placed on taking and transcribing shorthand rapidly and accurately.

Sales - (Salesmanship) - a one-semester skill subject, designed primarily for the DE student; but can apply to all business students as a general business course in the eleventh or twelfth grade. Emphasis should be placed on the principles and techniques of selling as applied to the retail sales clerk, service station employee, restaurant waitress, wholesale clerk, producer, etc. As most business educators will agree, all of us are salesmen in one respect or another. Being able to sell one's skills and abilities is just as important as selling another one's products. Opportunities for demonstrating sales techniques should be fully provided for in class.

Advertising - a one-semester course, offered in conjunction with sales and of primary interest to the DE student. Emphasis should be placed on the principles and techniques of advertising. This course is offered prior to starting DE work experience. Students should be taught the various media through which advertising is disseminated and be provided with career information about this dynamic field. Opportunities for demonstrating advertising techniques should be provided for in class.

Record Keeping - a one-year course, designed primarily for the clerical student who does not have the interest or potential to pursue the formal Bookkeeping I course. Emphasis should be placed on such topics as cash records, merchandising, payroll, banking, and personal income tax. Record Keeping should provide the student with an elementary knowledge of the simple recording activities and mathematics of business and personal life.

Secretarial Office Practice - the final course on the high school level which prepares the stenographic student for work. Emphasis should be placed on real work situations and the student should be completely vocationally competent as a beginning stenographer upon completion of the course. The instruction should include the use of office appliances, care of office supplies, and the development of proper work habits and personality. Where possible, the class can serve as the coordinating headquarters of the work experience and job placement programs. Standards of achievement should be based upon the standards of the employing community.

Clerical Office Practice - the final course on the high school level which is designed to prepare the clerical worker for beginning employment. The instruction should include the use of office equipment found in the employing community, care of supplies, and the development of proper work habits and personality. Some schools provide the bookkeeping student with the opportunity to enlarge his knowledge through the use of special materials obtained from the employing community. As in secretarial office practice, the class may serve as the headquarters for the work experience and job placement programs.

Distributive Education with Work Experience - designed as the coordinating class for DE students. Occupational information is provided, development of work habits and business personality, use of cash register and other sales appliances is learned, and special individual and group instruction is given to coordinate the work experience and job placement programs.

Other Subjects

English Skills - It might seem elementary to mention that English is the major method of communication in our society--oral and written. Yet, with four years of "English" in the high school curriculum, it is a well known fact that employers constantly complain that their office personnel cannot spell, punctuate, make sense in writing business correspondence, or speak effectively. Perhaps, English instruction for the business student should be more vocationally oriented with separate classes for the business student for the entire four years. It may be that emphasis should be placed on writing effective business communications rather than on theme writing. It is possible to have the student read the works of businessmen and economists and make oral and written reports rather than emphasizing other forms of literature. Maybe, grammar, spelling, and sentence structure can be developed through constant use of a vocabulary that is inherent to the businesses within the employing community. It is strongly recommended that business teachers and English teachers work together to formulate a fruitful program of English instruction for the business student.

Social Studies - In the social studies courses, the student should develop an understanding of political institutions, economic systems, cultural ideals, and the duties and obligations of good citizens. Social studies should deal with the past, present, and future. Although the past of our society is important, perhaps more emphasis should be placed on the present and the future as this is when our students are living and going to live. Business teachers and social studies teachers should work cooperatively to establish courses of study which reflect current concepts of political and economic systems.

Physical Education - should be a well organized program of physical activity which will help the student develop physically, mentally, socially, and emotionally. Opportunities for expressions of good citizenship should be reflected in such things as sportsmanship, school spirit, and fair play.

Music, Art, & Crafts - should be culturally oriented courses that can lead to appreciation, participation, and self expression in creative activity. Instruction in these courses should be developed so that the student is made aware of some of the occupations available to talented individuals in the fields of retailing, merchandising, and advertising.

As you can see, the above subjects all contribute to a student's general knowledge and well being. Each is as important as the next if the emphasis is kept in line with the objectives.

ELEMENTS OF A SOUND BUSINESS EDUCATION PROGRAM

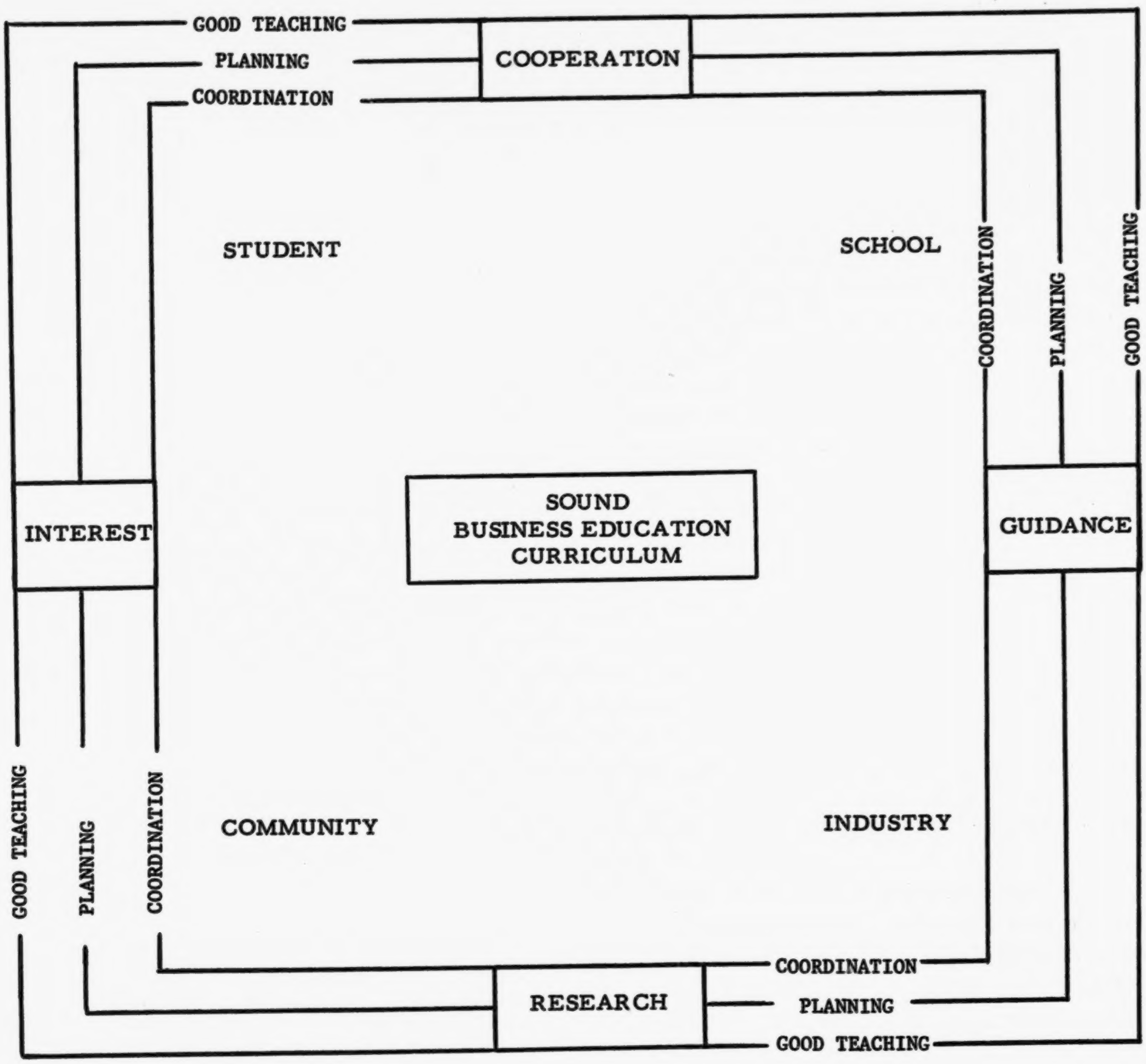
The elements of a sound business curriculum must take into consideration the student, community, industry, and the school: the student, because he and his career objective are of primary importance; the community, because that is where the student is going to live; industry, because that is where the student is going to work; the school, because that is where the student is going to learn how to live and work.

In order to make the elements of a sound business curriculum effective, the school must have the interest and cooperation of the student, community, and industry. Industry must have the interest and cooperation of the student, community, and school to obtain effective workers. The community needs the interest and cooperation of the school and industry to train and employ its youth. The students need the interest and cooperation of the community, industry, and school because that is where they are going to live, work, and learn how to live and work.

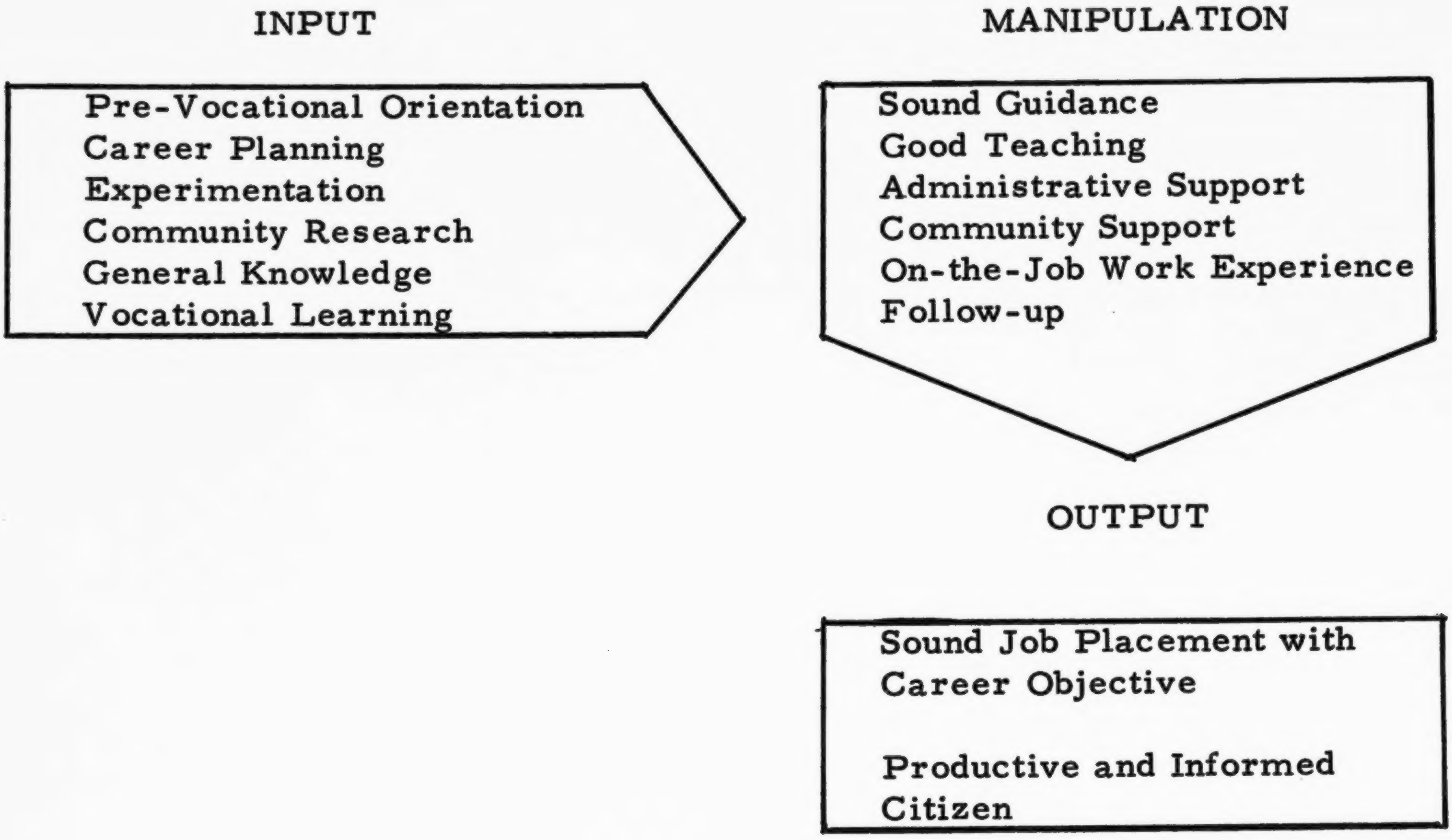
All of these elements require a well-coordinated plan of guidance and community research. The curriculum must be accomplished through the planning of all concerned and held together with a sound balance of good teaching. (See Illustration 3 on page 22)

ELEMENTS OF CAREER PREPARATION

Business educators must realize that the most important product of the school is its students. Sometimes, in the course of supply requests, budget defeats, equipment orders, and collecting milk money, there is a tendency to forget the student--particularly the business student--except when administrators or other teachers need a wide variety of materials typed and duplicated. Expressed in the following illustration is simply what the school should be striving for in student career preparation.


GOOD TEACHING
PLANNING
COORDINATION
COOPERATION
STUDENT
SCHOOL
COORDINATION
PLANNING
GOOD TEACHING
INTEREST
SOUND
BUSINESS EDUCATION
CURRICULUM
GUIDANCE
GOOD TEACHING
PLANNING
COORDINATION
COMMUNITY
INDUSTRY
COORDINATION
RESEARCH
PLANNING
GOOD TEACHING

(Illustration 3)


INPUT
Pre-Vocational Orientation
Career Planning
Experimentation
Community Research
General Knowledge
Vocational Learning
MANIPULATION
Sound Guidance
Good Teaching
Administrative Support
Community Support
On-the-Job Work Experience
Follow-up
OUTPUT
Sound Job Placement with Career Objective
Productive and Informed Citizen

(Illustration 4)

THE SLOW LEARNER

Throughout this booklet, it appears that the primary area of concern has been with the "normal student." What about the slow learner? Is there a place in vocational education for him? The answer is obviously, "yes."

First of all, slow learners may be slow learners for a number of reasons--for example: illness, absence, home problems, physical limitations, mental limitations, just plain lack of interest, etc. Perhaps the best step would be on the part of the school to determine what the individual's reason for slow learning is and work from there. After the individual's reason is determined, special individual and/or group instruction can be given through remedial classes, special laboratory classes, or home instruction. If it is determined that it will be impossible to attain the student's original career objective, a revaluation of this objective must be made and more realistic goals established. Many jobs in business do not require the mind of Einstein or the physical dexterity of Hercules. Students who are slow learners should be directed toward occupations which they can handle. Attached as ANNEX "I" is an example of a special program designed for the slow learner in a school system in Morris County, New Jersey, developed in 1966.

BUSINESS EDUCATION PROGRAMS FOR SMALL HIGH SCHOOLS

Obviously, the small high school that offers business education (one or two teacher departments) cannot possibly provide all the business education offerings and services which would be inherent to a large school, and it is very doubtful that complete vocational competency could be achieved. Limitations such as space, time, equipment, enrollment, teaching personnel, expenses, etc. mean that the business education program to be offered would include only those offerings which appear practical to most students. Therefore, the emphasis would be more on general education rather than on business education. Perhaps it would be practical to offer introduction to business (general business) and consumer economics as the general business education subjects and typewriting as the skill subject. As was mentioned earlier, introduction to business is fundamental to understanding how business works and that it serves as a primary introduction to understanding our economic society. Probably the most active part of a citizen's life is working for his earnings and spending those earnings. In this light, consumer economics would seem most practical. Typing is the basic tool for practically all business offices. Therefore, it would seem desirable to offer typewriting as the major skill subject. The nature of the employing community would determine the other general business and skill subjects.

The business education subject offerings for a typical one-teacher department might include:

Grade 10	Grade 11	Grade 12
Intro. to Business	Consumer Economics*	Typing II
	Typing I	Office Practice
	Sales*	

The business education subject offerings for a typical two-teacher department might be:

Grade 9	Grade 10	Grade 11	Grade 12
Intro. to Business	Consumer Econ. *	Bus. Organization*	Off. Pract.
	Sales*	Bus. Law*	Short. II
	Typing I	Typing II	Bkkg. I
	Bus. English	Short. I	

*one-semester courses

. Notice that the teacher (s) involved would have five separate lesson preparations per day, and that any other subject offerings would render preparing for such a day practically impossible, or at least raise a question as to the quality of instruction

BUSINESS EDUCATION AND THE COLLEGE STUDENT

All business educators will agree that the primary purpose of a business education program is not to prepare students for college. However, provision must be made for those business education students, who possess the desires and abilities, to meet the necessary requirements for entrance into higher learning in order that they may major in business or distributive education. In reviewing the model business education sequences illustrated previously, one can see that the social studies, physical education, and English subjects are required by all business students as well as all college preparatory students. If college requires some form of advanced mathematics and foreign language, up to two years of each can be worked into the business student's schedule as late as grade 11. The student may also be enrolled in the regular college preparatory history and English classes. Further, due to the fact that the student plans on attending college, it would not be necessary for him to participate in work experience.

On the following page is an illustration of a high school subject sequence for business education students which can meet the minimum requirements for many colleges.

For those colleges that require only one year of a foreign language and one year of advanced mathematics, the student's schedule would be much more flexible and the student could decide as late as grade 12.

It must be mentioned here that even if the student followed the entire model business education program without any advanced mathematics and foreign languages, there would still be opportunities for him to attend college and eventually be enrolled in a degree program. Many colleges will initially enroll the business graduate as a special student until he meets the necessary minimum requirements. This generally means that the student enrolls in the evening division and attends college part time. After the minimum requirements are met, it is possible to attend full time and be matriculated in a degree program. Further, some students may not desire to take a full four-year college program. Good business students are readily accepted into two-year business education programs in colleges and junior colleges which can lead to an Associate of Arts Degree.

Career Objective Known in Ninth Grade

	9th Grade		10th Grade		11th Grade		12th Grade
5	World Hist.	5	US Hist. I	5	US Hist. II	5	Cont. Gov't.
5	English I	5	English II	5	English III	5	English IV
1	Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.
5	Algebra I	5	Pl. Geom.	2½	Typing I	2½	Typing II
5	Gen. Sci.	5	Biology	5	Short. I	5	Short. II
5	Language I	5	Language II	2½	Cons. Ec. *	5	Bkkg. I
				2½	Bus. Org. *		
26	TOTAL CRS.	26	TOTAL CRS.	23½	TOTAL CRS.	23½	TOTAL CRS.

Career Objective Known in Tenth Grade

	9th Grade		10th Grade		11th Grade		12th Grade
	Regular order of Business Subjects	5	English II	5	English III	5	English IV
		5	US Hist. I	5	US Hist. II	5	Cont. Gov't.
		1	Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.
		5	Algebra I	5	Pl. Geom.	5	Bkkg. I
		5	Biology	5	Language I	5	Language II
		2½	Typing I	2½	Typing II	5	Short. I
		23½	TOTAL CRS.	23½	TOTAL CRS.	26	TOTAL CRS.

Career Objective Known in Eleventh Grade

	9th Grade		10th Grade		11th Grade		12th Grade
	Regular order of Business Subjects in Work Experience Sequence			5	English III	5	English IV
				5	US Hist. II	5	Cont. Gov't.
				1	Phys. Ed.	1	Phys. Ed.
				2½	Typing II	5	Short. II
				5	Algebra I	5	Pl. Geom.
				5	Language I	5	Language II
				23½	TOTAL CRS.	26	TOTAL CRS.

*one-semester courses

In New Jersey, many businesses and industrial organizations will pay part or all of the costs involved in post high school learning. This is particularly true of the "Equal Opportunity Employers" in the State. Reimbursement for tuition, books, and/or transportation ranges from 25 to 125 per cent depending upon the organization and the courses pursued. Business students must be made aware of the opportunities that exist for them within their own employing community.

SUMMARY

The effectiveness of any business education program can be measured only by seeing how its students prosper as effective workers, citizens, and consumers in our society. In order that this effectiveness can be achieved, it must be realized that there are two major objectives for business education:

1. to provide the student with the general business knowledge which is inherent to his everyday living;

2. to prepare the student to be vocationally competent in his business career.

To attain these objectives requires the combined resources and cooperation of the school, community, student, and industry. Patterns and sequences of study must be designed to meet the needs of the individual student, as well as all students, regardless of how high or low his intelligence and ability ratings may be, while keeping in mind the nature of the community and the requirements of industry. Provisions must be made and maintained to educate as fully as possible all students in the business education program. This requires continuous study of the school, student, community, and industry; expert planning, teaching, and guidance; provision of up-to-date facilities; job placement and follow-up of all graduates; and the interest and cooperation of all parties involved. To deprive the business student of proper business education is to deprive him of the essentials of everyday living.

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ANNEXES

ANNEX "A"

SAMPLE

BUSINESS EDUCATION CURRICULUM PLANNING QUESTIONNAIRE

PURPOSES OF SURVEY

1. To become better informed to trends in the local business community.

2. To become acquainted with the desires of industry in relation to the curriculum of our school.

3. To assist the school in developing a program of Business Education which meets the needs of the employing community.

4. To provide a guide for assisting our students in developing a sense of direction and guidance toward the desirable traits which may assist them in being successful in the business world.

5. To provide one of several guides for our future plans in the development of our Business Education Program.

RANDOLPH HIGH SCHOOL
Millbrook--Mt. Freedom Road
Dover, New Jersey

BUSINESS EDUCATION CURRICULUM PLANNING QUESTIONNAIRE

Please answer the following questions in the manner indicated.

1. What is the nature of your business? ______________________

2. What designated positions do you normally have in your business office? ______________________
____

3. Please rank in the order of their importance to your business office the following English language skills: (1, 2, 3, 4, 5)
_____a. Grammar _____c. Written Composition
_____b. Spelling _____d. Oral Usage _____e. Vocabulary

4. Do your new employees who have recently graduated from high school possess the basic arithmetical and computational skills needed for success on the job in your business? (Check one)
_____a. Yes
_____b. No

5. Please rank in the order of their importance to your business office the following arithmetical concepts: (1, 2, 3)
_____a. Common Fractions
_____b. Decimal Fractions
_____c. Percentage

6. Indicate how these arithmetical concepts are applied in your business. For example: discounts, interest, commissions, etc.
____
____

7. Please check: Does your office mainly use electric typewriters _____
manual typewriters _____?
Do you want your new office employees to know how to type on the electric typewriter? _____a. Yes _____b. No

RANDOLPH HIGH SCHOOL
BUSINESS EDUCATION CURRICULUM PLANNING QUESTIONNAIRE

8. Please indicate your minimum speed requirements for:
   a. Shorthand: _____ words per minute for _____ minutes
   b. Typewriting: _____ words per minute for _____ minutes

9. Underline the types of machines you would like high school graduates entering your business office to be proficient in using:

   Ten-key adding; Full-bank adding; Printing calculator; Rotary calculator; Comptometer; Simple bookkeeping; Dictating; Mimeograph; Spirit duplicator; Photo-copier; Micro-film; Addressing; Keypunch; Other ______________________________
   List the three machines you consider most vital:
   a. ______________
   b. ______________
   c. ______________

10. Have you found that the filing systems commonly taught in the high school adequately prepare students to handle your filing system?
   _____ a. Yes   Please explain: ______________________________
   _____ b. No   ______________________________

11. Do your new employees need extensive training in office procedures and routines?   Please explain: ______________________________
   _____ a. Yes   ______________________________
   _____ b. No   ______________________________

12. Are your new employees adequately trained in the proper use of the telephone?
   _____ a. Yes   Please explain: ______________________________
   _____ b. No   ______________________________

13. Even though a new employee may not perform a record keeping job, do you believe he should have had bookkeeping in high school?
   _____ a. Yes   Please explain: ______________________________
   _____ b. No   ______________________________

RANDOLPH HIGH SCHOOL
BUSINESS EDUCATION CURRICULUM PLANNING QUESTIONNAIRE

14. Do you feel that your new employee should have a broad background in business subjects such as sales, advertising, business law, economics, business organization and management, marketing procedures, and communications?

_____a. Yes Please explain: ______________________________
_____b. No ______________________________________

15. Does the new employee tend to utilize his work time wisely?

_____a. Yes Please explain: ______________________________
_____b. No ______________________________________

16. Do your new employees come to you with adequate training to practice good housekeeping habits?

_____a. Yes Please explain: ______________________________
_____b. No ______________________________________

17. Below is a list of factors which tend to lead to success on the job. Please underline those which you feel the schools could stress to a greater degree in preparing students for the business world.

cooperation; interest and inquisitiveness; pleasant personality; neatness in appearance and work; friendly attitude toward fellow workers; willingness to assume responsibility; comprehension of work assignments with a minimum of explanation, willingness to review one's own work for errors; ability to accept honest criticism by supervisors; poise; capable of using independent judgment; punctuality; other ______________________________

18. What traits do you look for in the personal interview? ____________
____
____

19. As automation processes move into the business office, do you feel that there is a need for a new approach to the high school business program?

_____a. Yes Please indicate the changes you would recommend:
_____b. No ______________________________________
____

PLEASE INCLUDE ANY FURTHER COMMENTS ON THE REVERSE SIDE OF THIS SHEET

RANDOLPH HIGH SCHOOL
RANDOLPH TOWNSHIP, NEW JERSEY

RESULTS AND CONCLUSIONS
BUSINESS EDUCATION SURVEY

1. That generally speaking, businessmen in this area feel that spelling and grammar are the most important language skills.

2. That most new employees possess the basic arithmetic and computational skills.

3. That computing percentages is the arithmetical process most important and that this process is applied primarily in computing discounts and commissions.

4. That business in this area uses primarily electric typewriters and that the majority of employers prefer that new employees be trained in the use of electric typewriters.

5. That the minimum speed requirements for shorthand and typewriting were so varied that the results could not be justifiably computed.

6. That the business machines most commonly used are the rotary calculator, simple bookkeeping, ten-key adding, dictating machine, keypunch, mimeograph, and spirit duplicator.

7. That new employees need more training in the use of the telephones.

8. That a knowledge of alphabetical and numerical filing is necessary.

9. That there is a need for a new approach to business education in regard to automation.

10. That neatness, personality, alertness, and job knowledge are the four most important traits looked for in an interview.

ANNEX "B"

SAMPLE

BUSINESS EDUCATION FOLLOW-UP QUESTIONNAIRE

RANDOLPH HIGH SCHOOL
Randolph Township, New Jersey

Office of the Job Placement Coordinator
Business Graduate Follow Up

______________________________ (name)

______________________________ (phone)

______________________________ (year of graduation from R H S

______________________________ (home address)

____

____

______________________________ (employer's name & address

____

____

____

______________________________ (name of immediate supervisor

____

____

______________________________ (your phone number at work)

______________________________ (your job title)

______________________________ (describe duties performed)

____

____

____

Name other schools or colleges you are now attending ______________________________

____

Name the subject or subjects taken at RHS that appear to be of most value in your job. ______________________________

Name the subject or subjects taken at RHS that appear to be of least value in your job. ______________________________

Please check your weekly salary range ☐ $40--$50, ☐ $50-$60,

☐ $60--$70, ☐ $70--$80, ☐ $80--$90, ☐ over $90

Feel free to use the other side of this sheet for any comments which you think would be helpful.

ANNEX "C"

RECOMMENDED COOPERATIVE WORK EXPERIENCE PROGRAMS

RECOMMENDED COOPERATIVE WORK EXPERIENCE PROGRAMS

for

Rancocas Valley Regional

High School

Mount Holly, New Jersey

by

David N. Fletcher, B. S. Ed.
Rider College, Trenton

John A. Millard, B. S. Ed.
Rider College, Trenton

INTRODUCTION

The author's introduction to this report shall serve a two-fold purpose. The first is to briefly explain the history of work experience since 1900. The second will be to explain the limitations of the report.

The first work experience program was started by Herman Schneider in 1906 at the University of Cincinnati. This program was open to students in the Trades and Industries curriculum. Students enrolled in this program would attend classes at the University for one week and then work in cooperating industries for one week.

Work experience appeared in the secondary public school in 1908. York, Pennsylvania, initiated a cooperative program in trades and industry patterned after the one at the University of Cincinnati. Students attended school two weeks and worked in cooperating businesses for a two week period. A similar program was introduced in Fitchburg, Massachusetts, the same year. Work experience was limited to one week in school and one week on the job.

Federal legislation has played an important part in the development of cooperative work experience programs. The Smith-Hughes Act ot 1917 provided federal funds for vocational programs in Trades and Industries, Home Economics, Agriculture, and Diversified Commercial Occupations.

The George-Deen Act of 1936 ammended the Smith-Hughes Act by changing the name Diversified Commercial Occupations to Distributive Occupations. A specific appropriation of 1. 2 million dollars was made for Distributive Education. Funding was continued for the other three programs.

In 1946 the George-Deen Act was superseded by the George-Barden Act. This act continues funding the four programs covered in the George Deen Act, but increased to 2. 4 million dollars the funds available for Distributive Education.

Congress passed the Manpower Development Training Act in 1962 and provided federal funds for:

a) Unemployed
b) Partially employed
c) Persons with obsolete skills
d) Persons displaced because of automation
e) Persons 16 years old but not 22 and in need of occupational training and further schooling

These funds are available in the following areas; Trades and Industries, Distributive Education, Business Education office occupations, and any vocational education program.

In 1963, the public high school received funds under the Vocational Education Act of 1963. Funds were provided under this act to pay for buildings, materials, equipment, grants, salaries, and state administration of the program.

This is the history of work experience, but our needs are here in the present. We are faced with a drop-out problem which is important to us all. The need for unskilled workers is declining while business demands for skilled workers is increasing. We as educators must be aware of this change and prepare our students accordingly.

If we are able to do this we will better meet the needs of the community and the student. We should also be better able to control the drop-out problems in our school.

The authors included in the original survey, questions pertaining to the Trades and Industries curriculum and Vocational Home Economics curriculum. Since the authors lack the vocational knowledges necessary to develop and evaluate these two programs, this information has been delimited from the report.

It is believed, by the authors, that students in Vocational Home Economics and students in the Automotive Shop could possibly be employed in a cooperative work program through the Distributive Education program.

SUBSTANTIATION OF PROPOSED PROGRAMS IN THE COMMUNITY

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
JACKSONVILLE ROAD
MOUNT HOLLY, NEW JERSEY
08060

FREDERICK W. EVANS
SUPERINTENDENT

HARRY E. WENRICH
PRINCIPAL

ROBERT C. SHINN
DISTRICT SECRETARY

March 7, 1966

Dear Sir:

This survey is being conducted to establish the need for an expansion of the curriculum of Rancocas Valley Regional High School to include a Cooperative Work Experience Program. Such a program requires the combined efforts of the school, its students, and you, the local businessman.

Students enrolled in the proposed program will attend school part time and work in cooperating businesses part time at an actual job. A member of the high school faculty will plan and supervise this on-the-job training program in cooperation with the employer.

This study is being conducted to determine the feasibility of such a program. To assist us in this survey, will you please complete the enclosed forms and return them to us. A self addressed envelope is enclosed for your convenience.

Respectfully yours,

BUSINESS EDUCATION DEPARTMENT

John A. Millard
David N. Fletcher

John A. Millard
David N. Fletcher

Enclosures

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
JACKSONVILLE ROAD
MOUNT HOLLY, NEW JERSEY
08060

FREDERICK W. EVANS
SUPERINTENDENT

HARRY E. WENRICH
PRINCIPAL

ROBERT C. SHINN
DISTRICT SECRETARY

RESPONSIBILITY OF THE ADVISORY COMMITTEE

The cooperative program is a joint understanding on the part of the school and the businessman. An advisory committee, composed of school and business people, serves to bridge the interests of the school and the business community. It is the purpose of this committee to assist in establishing a desirable and proper environment for the cooperative program. It could be helpful in developing the interest, support and cooperation of the businessman. The responsibility the committee may assume could include the following:

a. Aid in the development of standards for both school and on-the-job training.
b. Aid in developing course content.
c. Aid in setting up school-employer agreements.
d. Aid in developing new training stations.
e. Aid in developing a sound public relations program.

WORK EXPERIENCE SURVEY

Please Check the Appropriate Answer — Yes No

1. Would you be willing to use one or more cooperative work students: . . . . ☐ ☐

2. Would you accept female students? . . . . ☐ ☐

3. Would you accept male students? . . . . ☐ ☐

4. In which of the following areas would you be willing to employ students? . . . .

   a. Clerical occupations--(non-stenographic)--which includes Typing, Filing, 10 Key Adding Machine, Full-Bank Adding Machine, Rotary Calculators, Duplicating Equipment, Voice-Transcription Equipment, and Related Record Keeping Processes . . . . ☐

   b. Secretarial occupations--includes all of the above plus skills in Shorthand and Transcription . . . . ☐

   c. Distributive occupations--includes Retailing, Stock handling, Inventory control, Advertising and Display . . . . ☐

   d. Trades and Industry

      Graphic Arts--relief and offset printing, screen process, rubber stamp, and photography. . . . . ☐

      Metals--machine shop, foundry, sheetmetal, welding, forging . . . . ☐

      Wood--cabinet work, carpentry. . . . . ☐

      Power Mechanics--small gas engines, auto mechanics-(Trouble Shooting and Repair) . . . . ☐

	Yes	No
Electricity--house wiring, circuitry, basic electronics	☐	
Drafting--machine, architectural, reproduction	☐	
e. Vocational Home Economics		
Child Care Aides--Assist small children	☐	
Waitressing	☐	
Food preparation specialist--Dietary aides, Kitchen assistants	☐	
Fabric and Clothing sales	☐	
Housekeeper aides--Housekeeping assistants	☐	
Power machine operation--factory machines such as sewing machines, etc.	☐	
5. Would you be able to provide a training program which provides the student with several varieties of work experience which is acceptable to the high school Training Program?	☐	☐
6. Would you permit regular supervision (at least once every two weeks), at your place of employment, by the Teacher-Coordinator employed by the school?	☐	☐
7. Would you be a party to a written agreement with the school accepting the conditions of this training plan?	☐	☐
8. Could you provide a minimum of fifteen hours of part-time work per week, as required by the school?	☐	☐
9. Would the compensation given cooperative work experience students be equal to that given beginning workers possessing the same skills?	☐	☐

	Yes	No
10. Would you be willing to be a member of an Advisory Council? (See explanation on separate sheet)	☐	☐
11. If you cannot employ a student now, would you be able to use one later?	☐	☐

Signature ____________________

Name of Business _________________________

Address _________________________

Telephone Number _______________

TABULATION OF RESULTS ON ORIGINAL SURVEY

On March 7, 1966 the survey was sent to 285 businesses and industries within a 15 mile radius of Mount Holly. The tabulation of these results was completed March 31, 1966.

The results of the survey are as follows.

a) 157 questionnaires were returned. This represents 53.3% of all those sent.

b) 62 of these questionnaires indicated that the firm involved had gone out of business or moved, therefore the tabulation is based on 95 respondents.

c) 48% or 45 of the remaining businesses displayed an interest in the cooperative work experience program.

d) 21 firms indicated they would employ either male or female employees or both. 25 indicated they would employ female only and 23 stated male only.

e) The areas of interest were as follows.

1) 21 businesses in Clerical areas
2) 14 businesses in Stenography areas
3) 9 businesses in Distributive Education areas
4) 9 businesses in Trade and Industry areas

f) 12 employers agreed to form an Advisory Council.

g) 66% or 30 indicated they were willing to pay minimum wages required.

h) All indicated they wished additional information

Those businesses saying no to cooperative work experience had the following reasons.

a) age requirements for employment
b) insurance problems
c) business was too small

PURPOSE

The fundamental purpose of the cooperative work experience program in Rancocas Valley Regional High School is to adequately prepare each student for successful employment in an occupational field of his choice. It is hoped the trainee will develop vocational competence in the type of work in which he has an interest, and will have the opportunity to explore related occupations. Occupational intelligence developed as a result of his part-time work should favorably affect his future employment.

Engaged in such a program, the student should learn to develop a new sense of responsibility as he becomes cognizant that his role is an integral part of the total operation of the employing organization. The trainee will recognize that tasks are assigned to be completed within a reasonable period of time--often within established deadlines. Just as important for the student to learn, is the concept of developing a harmonious relationship between himself and his fellow employees, as this is usually essential for maximal production.

It seems apparent that related classroom instruction would be most beneficial for the trainee, as this would permit the student to resolve all problems raised in relation to his on-the-job training. Thus, students are presented with additional incentives to complete this schooling as the need for skills and knowledge becomes more evident.

Likewise, the school is also a benefactor of the values derived from the cooperative education program as business and industry place their facilities at the school's disposal. Consequently, mutual community benefits and improved relationships between the school, business, and industry are also provided. This places the school in a more favorable position to meet the needs of the young men and women of the community, through a functional, cooperative work-experience program.

OPINION SURVEY FOR HIGH SCHOOL TEACHERS

A work experience program is a cooperative work training program worked out jointly by the school, its students, and local business men. It would mean that students would be attending school part-time and working downtown in a business or industrial position part-time. Only non-academic seniors would be qualified for enrollment in this course and it would be supervised not only by the employer but also by a high school work experience supervisor. A well-rounded training program would be afforded enrollees to enable them to be better prepared for a job upon completion of high school. Each trainee will have contained in his schedule the required courses of physical education, history, and English along with the specialized courses in his major field. The student would spend a minimum of 15 hours per week at an established training station after completing his morning classes.

---

1. Do you feel that a program of this type would be beneficial to the students involved? YES___ NO___

2. Would you be willing to cooperate in an advisory capacity? YES___ NO___

3. Would you like to see such a program initiated into the school curriculum at Rancocas Valley Regional High School YES___ NO___

4. Please make any comments or suggestions that you might have in the space below:

TABULATION OF RESULTS ON TEACHER SURVEY

On March 28, 1966 the survey was sent to 91 teachers in Rancocas Valley Regional High School of Mount Holly. The tabulation of these results was completed April 1, 1966.

The results of the survey are as follows.

a) 65 questionnaires were returned. This represents 71.3% of all those sent.

b) 98.4% or 64 respondents feel that a program of this type would be beneficial to the students involved.

c) 78.4% or 51 members would be willing to cooperate on an advisory committee.

d) 98.4% would like to see such a program initiated into the curriculum at Rancocas Valley Regional High School.

PLEASE READ AND COMPLETE THE ATTACHED QUESTIONS

(The questionnaire need not be signed.)

A work experience program is a cooperative work training program worked out jointly with the school, student and businessman. It would mean that you would be attending school part-time and working down town in a business position part-time. Your work would be supervised by your employer and a high school work experience supervisor. A well-rounded training program would be afforded you to be better prepared for a job upon completion of high school.

STUDENT SURVEY

1. In the event such a program were to be established at Rancocas Valley Regional High School, would you enroll in the course?

   YES____ NO____

2. Do you think your parents would give permission for your enrollment in such a course?

   YES____ NO____

3. In which area would you be interested?

   BUSINESS EDUCATION__________
   DISTRIBUTIVE EDUCATION__________
   TRADES AND INDUSTRIES__________
   HOME ECONOMICS__________

4. MALE_______ FEMALE________ AGE________

5. Would transportation be available for you in order to get to work and return home?

   YES____ NO____

TABULATION OF RESULTS ON STUDENT SURVEY

On April 4, 1966, 154 non-academic sophmore students were surveyed in their homerooms. The results of this survey are as follows.

a) 154 questionnaires were returned. This represents 100% of those sent.

b) 142 or 92% of the students indicated they would enroll in a program of this type if it were established in the school.

c) 95% or 147 students thought that their parents would be in favor of such a program.

d) Students were interested in the following areas:

1. Business Education-49% or 74 students
2. Trades and Industries-27% or 41 students
3. Distributive Education-13% or 20 students
4. Home Economics-5% or 8 students
5. 6% or 9 students were undecided about an area of interest.

e) There were 76 male and 78 female students surveyed.

f) The average age of the students surveyed was 16.

g) 58% or 89 students had transportation provided for them.

RESPONSIBILITIES
AND
DUTIES

DUTIES AND RESPONSIBILITIES OF THE PARENTS

Parental interest and cooperation is a vital part of this program. Parents therefore must understand the purpose and the value of such a plan.

The parent can be utilized in this program by impressing upon his son or daughter the importance of regular and faithful attendance not only in school but on the job. The parent should also understand the importance of this program and be consistent in his encouragement of good trainee participation. As a result, the parent is an integral part of the cooperative work program.

All trainees must present written parental permission to participate in the cooperative work program before the application can receive final approval.

DUTIES AND RESPONSIBILITIES OF THE EMPLOYER

When the trainees are placed by the coordinator the following duties and responsibilities of the employer should be clearly outlined and reviewed once again:

1. The employer must ensure that the trainees have fulfilled all legal requirements, i. e., social security, working papers, etc.
2. The employer should understand that the trainee will be paid for his services at the going wage.
3. The amount of time that the trainee will devote to his job must be understood by the employer. The minimum amount required by the school will be fifteen (15) hours per week. Any additional hours can be decided between the employer and trainee with proper notification to the coordinator.
4. The employer must be willing to grant the trainee the same employee benefits as are available to other part-time employees.
5. The employer must be willing to keep the minimum records needed by the coordinator.
6. The employer must be able to devote sufficient time to develop trainee potentials.
7. The employer must be willing to assist the coordinator in making periodic appraisals of the student's performance on the job.
8. The employer must be willing to orient the trainee to his new job. This should include explanation of time and place for work, where personal articles may be kept, introduction to co-workers, how to locate other departments, company rules and the method of salary payment with an explanation of payroll deductions.

SELECTION OF WORK STATIONS

Selection of appropriate employment opportunities for the trainees in the cooperative program should be made on the basis of the following criteria:

1. Only progressive business establishments should be considered.
2. The business should provide a well-rounded learning experience for the trainees.
3. The work station should feature employees of high moral character.
4. It should be a clean place to work.
5. It should provide the maximum safety measures.
6. The work station should be conveniently located to the school and home of trainee.
7. The employer should be able to devote sufficient time to give proper supervision.
8. The work station should be able to prepare trainees for full time responsibilities and contribute to career preparation.
9. The employer should be one of understanding with a definite interest in the training program and should not exploit the trainee.

BUSINESS / DISTRIBUTIVE EDUCATION
WORK EXPERIENCE PROGRAM

-- ---

Rancocas Valley Regional High School
Mount Holly, New Jersey

-- ---

GENERAL CRITERIA FOR SELECTION
OF
STUDENT LEARNERS FOR WORK EXPERIENCE PROGRAMS

1. The prospective trainee must be a senior enrolled in the business / distributive education department.

2. He must be at least 16 years of age and be eligible for a working permit.

3. He must have his parents' consent to participate in all phases of the program.

4. He should express a career interest in the work experience field, with a willingness and an aptitude for studying the related course content.

5. He should be employable from the standpoint of having the personality traits and skills, with adequate health and school achievement records, for reasonable probability of success on the job assigned.

6. He should have the potential for making a good representation for the school in the business community.

7. The prospective trainee must not be involved in extra-curricular activities such as football, basketball, track or baseball, or any other activity that would make it difficult for the trainee to undertake part-time work.

DISTRIBUTIVE EDUCATION

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

Mount Holly, New Jersey

DISTRIBUTIVE EDUCATION PROGRAM

OBJECTIVES

1. To increase skill, technical knowledge, occupational information understanding, morale, appreciation, and judgement of workers in the field of distribution.

2. To provide the student with a well-rounded practical education in school and on the job.

3. To develop an understanding of the importance of distribution in our economic organization and to appreciate its services.

4. To provide the student with the opportunity to learn the basic principles of merchandising.

5. To train students according to their abilities to become occupationally established in the field of distribution.

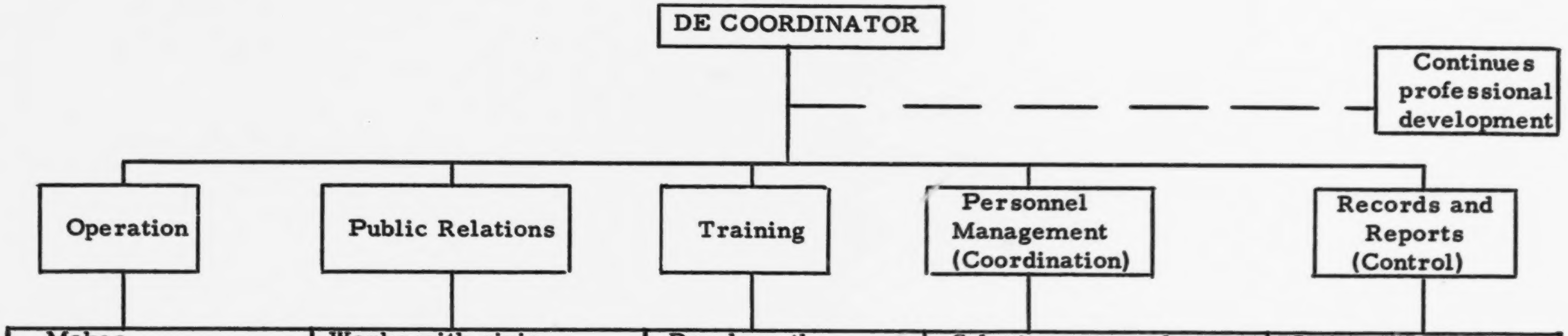
6. To develop qualities in students which make for personal efficiency and success in working with other people.

7. To assist students to develop into active and effective members of business and community life.

8. To prepare the students for initial employment in the field of distribution and to provide them with the knowledge to advance on the job.

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
Mount Holly, New Jersey

FUNCTIONS AND DUTIES OF A DISTRIBUTIVE EDUCATION COORDINATOR


DE COORDINATOR
Continues professional development
Operation
Public Relations
Training
Personnel Management (Coordination)
Records and Reports (Control)

Operation	Public Relations	Training	Personnel Management (Coordination)	Records and Reports (Control)
Makes community surveys	Works with civic business and school groups	Develops the DE curriculum	Selects personnel for training	Orders supplies and equipment
Plans program of work	Works with guidance counselor	Prepares and revises course material	Assists in student placement	Takes care of clerical details
Sets up classes	Confers with individuals	Teaches DE high school students	Coordinates classroom activities with work experience	Organizes and maintains current student and source files
Arranges schedules	Plans and prepares publicity	Teaches DE part-time and adult classes	Counsels students	Prepares necessary school reports
Secures instructors and speakers	Gives talks	Works with store sponsors	Acts as training consultant in stores	Prepares State reports
Provides and maintains training facilities	Arranges for and directs special events	Secures and trains adult instructors	Follows up on student progress	
Registers class members	Organizes and sponsors DE Club, takes part in school and extra-curricular activities	Conducts research	Makes home and store visits	

Proposed Distributive Education Curriculum For Those Students in Work Experience

Distributive Education is a cooperative program designed to give students practical training in the fields of distribution, marketing and service. Students of the 11th and 12th grades interested in a career in these fields may take part.

Students may elect to participate in this program but are selected by the teacher-coordinator only after a thorough screening process has taken place.

Each student must spend a minimum of 15 hours each week at work in an approved work station for the entire 12th school year.

In 9th and 10th grade a student may pursue any curriculum. However, if he or she is decided it is recommended they take the following schedule.

Tentative Schedule

9th	Credits
English I	5
Gen. Science	5
Civics and Geography	5
Math	5
P. E. & Health	1
Art or Shop	2½

Electives:

Home Economics I	2½
Band Dev.	
Orch. Dev.	

Tentative Schedule

10th	Credits
English II	5
Biology	5
Bus. Math	5
Bus. Principles	5
P. E. & Health	1
Art, Shop or Typing	2½

Electives:

Home Economics II	5
Band Dev.	
Orch. Dev.	

11th	Credits
English III	5
U. S. History	5
Dist. Ed.	5
Record keeping or Bkkp.	5
Health & P. E.	1
Art, Shop or Typing*	

Electives:

Home Economics	5
Band Dev.	
Orch. Dev.	

12th	Credits
English IV	5
U. S. History	5
Distributive Ed. (2 periods)	10
Health & P. E.	1

Cooperative work experience to begin at 1:00 P. M.

*Typing, art and shops are related courses that may be elected by the student. Typing is useful in all business areas. Art will benefit students interested in display work, advertising or fashions. Shop work will aid in construction and design of displays.

____
(Date)

I request that my son/daughter________________________be permitted
(Name of Student)
to undertake employment through the distributive education cooperative work experience program.

Signed____________________________
(Signature of Parent)

____
(Date)

I have reviewed____________________________high school records and find it possible for him/her to be enrolled in the distributive education cooperative work experience program.

Signed____________________________
(Signature of Guidance Counselor)

The above student has met the requirements set forth and has my permission to be enrolled in the distributive education cooperative work experience program.

Signed____________________________
(Signature of Coordinator)

____
(Date)

DISTRIBUTIVE EDUCATION
WORK EXPERIENCE PROGRAM
GRADUATE FOLLOW-UP STUDY

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
MOUNT HOLLY, NEW JERSEY

Will you please fill in and return the following questionnaire to the Distributive Education Work Experience Coordinator at the High School. A self-addressed envelope is enclosed for your convenience. Thank you.

Name____Date________________
(Last) (First) (Maiden)

Present Employer_______________________Date Employed______________

Address of Employer____

Number of years since you last attended a distributive education class. ___ Are you still employed at the same job you had while you were a student? ___ If you have changed jobs, please indicate the following: (Place your present position last)

Title of Job	Name of Company	Months Employed

What is the nature of the business of the company that employs you now?

____

If you have left store employment, please give reasons:________________

____

____

Approximately how many people are employed by your present employer?

____

What was your weekly salary at the time you left school? $__________

What is your weekly salary at the present time? $__________________

If your present job is in a distributive occupation, list the duties of your job in order of importance:___________________________________

____

Of what value to you was the training you received in the distributive education classes?____

____

Are you using that training, either in business or for personal use?____
How?____

____

____

What subjects in the distributive education course were of the greatest help to you?____

____

What subjects in distributive education were of no help and should be eliminated from the course?____

____

What subjects should be added to make the course more worth while?

____

____

What additional training (if any) have you had since graduating from high school, or since your last distributive education class?

School	Course	Dates From	 To

Are you planning to study further?______________________
Are you married?________________________
Additional comments:

BUSINESS EDUCATION

RANCOCAS VALLEY REGIONAL HIGH SCHOOL

Mount Holly

BUSINESS EDUCATION PROGRAM

OBJECTIVES

1. To increase skill, technical knowledge, occupational information understanding, morale, appreciation, and judgement of workers in the field of office occupations.

2. To provide the student with a well-rounded practical education in school and on the job.

3. To develop an understanding of the importance of office occupations in our economic organization and to appreciate its services.

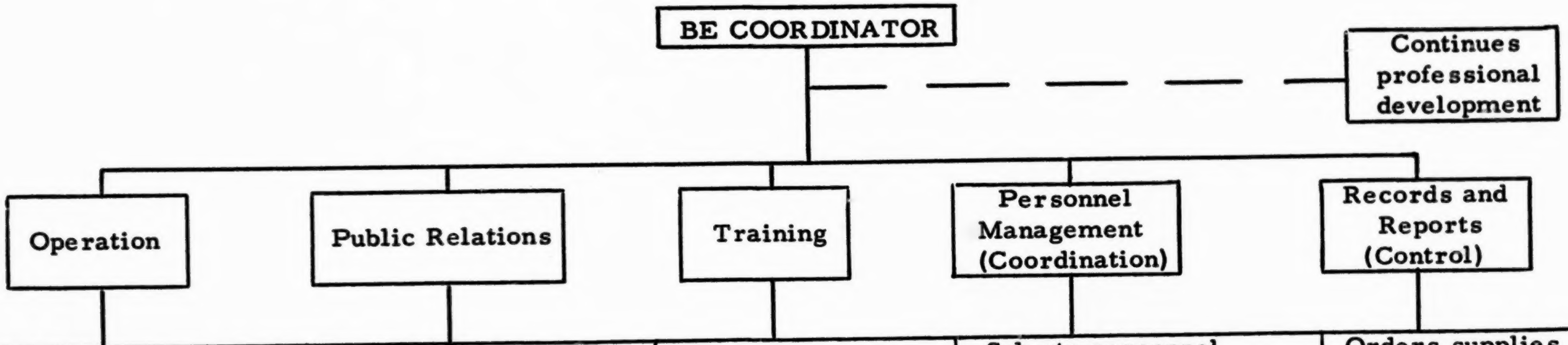
4. To train students according to their abilities to become occupationally established in the field of office occupations.

5. To develop qualities in students which make for personal efficiency and success in working with other people.

6. To assist students to develop into active and effective members of business and community life.

7. To prepare the students for initial employment in the field of office occupations and to provide them with the knowledge to advance on the job.

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
Mount Holly, New Jersey
FUNCTIONS AND DUTIES OF A BUSINESS EDUCATION COORDINATOR


BE COORDINATOR
Continues professional development
Operation
Public Relations
Training
Personnel Management (Coordination)
Records and Reports (Control)

Operation	Public Relations	Training	Personnel Management (Coordination)	Records and Reports (Control)
Makes community surveys	Works with civic business and school groups		Selects personnel for training	Orders supplies and equipment
Plans program of work	Works with guidance counselor	Prepares and revises course material	Assists in student placement	Takes care of clerical details
Sets up classes	Confers with individuals	Teaches BE high school students	Coordinates classroom activities with work experience	Organizes and maintains current student and source files
Arranges schedules	Plans and prepares publicity	Teaches BE part-time and adult classes	Counsels students	Prepares necessary school reports
Secures instructors and speakers	Gives talks	Works with store sponsors	Acts as training consultant in stores	Prepares monthly State reports
Provides and maintains training facilities	Arranges for and directs special events	Secures and trains adult instructors	Follows up on student progress	
Registers class members	Takes part in school and extra-curricular activities	Conducts research	Makes home and store visits	

Proposed Business Education Curriculum
For Those Students in Work Experience

This curriculum is necessary because schools and business must make it possible for students to keep pace with changes in business. Students of the 12th grades interested in a career in bookkeeping, clerical, and stenographic fields may take part.

Students may elect to participate in this program but are selected by the teacher-coordinator only after a thorough screening process.

Each student must spend a minimum of 15 hours each week at work in an approved work station for the entire school year.

Tentative Schedule

9th	Credits
English I	5
Gen. Science	5
Gen. Business	5
Typing I	2½
P. E. & Hlth	1

Electives	
Civics and Geog.	5
Languages	5
Algebra I (sub. for Gen. Biol.)	5
Art	2½
Home Economics I	2½
Basic Draw - Shop	2½
Band & Orch.	

Tentative Schedule

10th	Credits
English II	5
Biology	5
Bookkeeping I	5
Typing II	2½
P. E. & Hlth	1

Steno	Clericals	Bkkp.
Steno I 5	Clerical I 5	No Requirements

Electives	
Languages	5
Plane Geometry	5
Art	2½
Home Economics II	5
Shop	2½
Band & Orch.	
Choral Development	

Tentative Schedule

11th	Credits
English	5
U. S. History	5
P. E. & Hlth	1
Steno	
Steno II	5
Transcription	5
Law & Math	5
Clericals	5
Clerical Off. Procedures	
Law & Math	5
Bkkp.	
Bkkp. II	5
Office Procedures	5
Law & Math	5
Electives	
Language	5
Art	2½
H. Economics	5
Shop	2½
Band	
Orch.	
Choir	

Tentative Schedule

12th	Credits
English IV	5
U. S. History	5
P. E. & Hlth	1
Office Procedures II (Stenos, Bkkps, Clericals) with Work Exp.	10

No Electives

____
(Date)

I request that my son/daughter____________________ be permitted
(Name)
to undertake employment through the business education cooperative work experience program.

Signed____________________________
(Signature of Parent)

____
(Date)

I have reviewed______________________high school records and
(Name)
find it possible for him/her to be enrolled in the business education cooperative work experience program.

Signed____________________________
(Signature of Guidance Counselor)

The above student has met the requirements set forth and has my permission to be enrolled in the business education cooperative work experience program.

Signed____________________________
(Signature of Coordinator)

____
(Date)

BUSINESS EDUCATION
WORK EXPERIENCE PROGRAM
GRADUATE FOLLOW-UP SURVEY

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
Mount Holly, New Jersey

Will you please fill in and return the following questionnaire to the Business Education Work Experience Coordinator at the High School. A self-addressed envelope is enclosed for your convenience. Thank you.

Name ______________________________ Date __________
(Last) (First) (Maiden)

Present Employer ______________________ Date Employed ______

Address of Employer ______________________________

What are the major duties of your present job? Please check the following:

TYPING
- ____ Fill in forms
- ____ Reports-Manuscript
- ____ Reports-Numbers
- ____ Stencils
- ____ Form Letters
- ____ Elec. ___ Manual

SHORTHAND
- ____ Less than 5 hours
- ____ 5 to 15 hours
- ____ Over 15 hours

OFFICE MACHINES
- ____ Adding Machine
- ____ Bookkeeping Mach.
- ____ Dictaphone, etc.
- ____ IBM (Key Punch)
- ____ Key Driven Calc.
- ____ Rotary Calc.

OFFICE CLERICAL
- ____ Switchboard
- ____ Handling mail
- ____ Other, explain

BOOKKEEPING
- ____ Cashiering
- ____ Journalizing
- ____ Financial reports
- ____ Posting ___ Manual
- ____ Payroll

RECEPTIONIST ___

What areas do you feel you were not adequately prepared? ______________
____

Have you been employed in any other job previous to this one?

Yes_____ No_____

If yes, give date and place: Date____ Place_______________

Date____ Place_______________

What course or courses do you think were A) most helpful B) least helpful to you in your work?

A)____________________ B)____________________

____________________ ____________________

Do you feel that the work experience program was helpful to you?

Yes_____ No_____

Have you had any additional schooling (training) since graduation?_____

If yes, where?____

Signature_________________________

Comments:

MISCELLANEOUS FORMS

BUSINESS/DISTRIBUTIVE EDUCATION
COOPERATIVE
WORK EXPERIENCE PROGRAM
TRAINING MEMORANDUM

RANCOCAS VALLEY REGIONAL HIGH SCHOOL
MOUNT HOLLY, NEW JERSEY

______________________ (Name of Student-Learner ______ (Age) ______________ (School)

Business Establishment ______________________

______________________ (Address)

Job Sponsor (supervises student-learner) ______________________

Dates of Training Period ______________________

Student's Career Objective ______________________

Basic skills, attitudes, and knowledge needed in this occupation:

Main areas of related instruction in the classroom during the school year:

IT IS AGREED that the student-learner will consider his job experience as contributing to his career objective and will perform his training station responsibilities and classroom responsibilities thoroughly.

IT IS AGREED that the employer will recognize that a training plan is being followed and that close supervision of the student-learner will be needed. He will provide (1) work experiences listed in this training plan, (2) part-time employment of __ hours a week on the average, (3) wages to the student-learner at the start of $__per______, and (4) will consult with the coordinator on any major problems that arise concerning the performance of the student-learner.

IT IS AGREED that the coordinator will provide instruction directly related to the student's job activities and career objective, will suggest ways of supervising the student-learner, and will assist the employer with training problems pertaining to the job.

Additional Comments

______________________ (Student's Signature)

______________________ (Parent's Signature)

______________________ (Employer's Signature)

______________________ (Coordinator's Signature)

BUSINESS/DISTRIBUTIVE EDUCATION
COOPERATIVE
WORK EXPERIENCE PROGRAM

Rancocas Valley Regional High School
Mount Holly, New Jersey

INDIVIDUAL STUDENT WORK RECORD

Employer____________________ Salary per week______________

Address ____________________ Student:

____________________ ____________________

WEEK ENDING	HOURS WORKED	SALARY
TOTALS		

BUSINESS/DISTRIBUTIVE EDUCATION
COOPERATIVE
WORK EXPERIENCE PROGRAM

Rancocas Valley Regional High School
Mount Holly, New Jersey

WEEKLY WAGE AND HOURLY REPORT

Name________________________________Week Ending______________________

DAY	WORKED From To	Selling Hours*	Non-selling Hours*	DEPARTMENT If Non-selling	TOTAL HOURS
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
TOTALS					

*Not applicable to cooperative office skills

Rate per hour $________ Total Wages for Week $__________________

____
(Signature of Employer)

BUSINESS/DISTRIBUTIVE EDUCATION
COOPERATIVE
WORK EXPERIENCE PROGRAM

Rancocas Valley Regional High School
Mount Holly, New Jersey

RATING SHEET

Name of Trainee ____________________ Date ____________

Employer ____________________ Length of Employment ________

Address ______________________________

THIS RATING SHEET WILL BE USED TO ASSIST IN GRADING TRAINEES FOR THE EMPLOYMENT PERIOD. IT IS REQUESTED THAT THE EMPLOYER COMPLETE AND SEND IN THIS FORM ON ____________. (A FINAL RATING SHEET WILL BE COMPLETED JOINTLY BY THE EMPLOYER AND COORDINATOR UPON COMPLETION OF TRAINEE'S EMPLOYMENT) PLEASE INDICATE YOUR OPINION OF THIS TRAINEE BY PLACING A CHECK MARK IN THE COLUMNS OF YOUR CHOICE.

	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt
PERSONAL APPEARANCE				
COOPERATION				
INDUSTRY				
RELIABILITY				
JOB PERFORMANCE				
ATTITUDE				
ABILITY TO FOLLOW INSTRUCTIONS				
KNOWLEDGE OF MECHANICS OF OFFICE EQUIPMENT, SELLING TECHNIQUES, ETC.				
TOTALS				

Total Score ________

ANNEX "D"

SAMPLE

BUSINESS EDUCATION JOB PLACEMENT PROGRAM

JOB PLACEMENT AND BUSINESS EDUCATION

By Rodney G. Jurist, Business Education Job Placement Coordinator

Randolph High School, Randolph Township, New Jersey

February, 1966

Randolph High School, Randolph Township, New Jersey, has established a formal Business Education Job Placement Program which boasts a 100% record for its first year of operation. Before any explanation of the plan is made, however, it is necessary to say that this plan is designed specifically for those schools that find it extremely difficult to institute out of school work experience programs. The duties and responsibilities of the Business Education Job Placement Coordinator at Randolph High School are strictly for coordinating job placement and not for coordinating an out of school work experience program.

OBJECTIVES

1. To assist business students obtain full-time employment in the office occupations upon graduation from high school.
2. To establish and maintain liasion between potential employers and the high school by means of an employer advisory committee and through scheduled visits to business and industry.
3. To coordinate classroom activities with those occupational activities found in the employing community.
4. To keep the Business Education and Guidance Departments informed of the latest developments in the employing community in order to improve or modify guidance and instruction.

OPERATIONAL PLAN

The operational phase of the Business Education Job Placement Program at Randolph High School takes place during the student's senior year. Students are informed of the program through the office practice classes.

At the beginning of the school year, students are asked to fill in the Job Placement Record (see illustration "A") on which they indicate their career desires. These desires normally fall into the following categories:

1. Office position with a large firm.
2. Office position with a small firm.
3. Office position in a specialty such as legal, medical, or technical.
4. Further education in a business school, special school, or college.
5. Interested in other fields such as nursing, military, beautician, etc.
6. Positions in the field of retailing and merchandising.
7. Undecided.

After the students' desires are known by the Job Placement Coordinator, a sincere attempt is made to acquaint the individual student with all the information about his anticipated career. Through the Coordinator's Employer Lead File (see illustration "B") arrangements are made during the school year for the student to actually visit the places in which he would like to work. Office manuals are obtained from these concerns; personnel managers are invited to the school; and the student is counseled by the Coordinator, Guidance Director, and the Employer Advisory Committee. Further, the student is provided with realistic training in the field or endeavor through a unique office practice program, the content of which has been determined by a survey and follow-up study of the employing community. Students are also given the opportunity to participate in an informal, but well supervised, work experience program within the school by working for such people as the Job Placement Coordinator, Curriculum Coordinator, Librarian, Guidance Director, and Administrative Staff. The type of work is of such a nature that it is not merely "busy work" but the type of work that challenges the students' knowledges and skills--for example: direct dictation at the typewriter, shorhand transcription, machine transcription, letter composition, telephone usage, etc.

Starting in April, the students are scheduled for interviews with the business concerns for which they would like to work. Before the student reports for an interview, he has been informed of the proper manners, attire and procedures. Further, no student is sent out for an interview unless the Job Coordinator and Business Department feel that the student is qualified for the job. The student's qualification is determined by comparing the student's scholastic record with that which is expected by the employer. Specific job vacancies and qualifications are obtained by the Job Placement Coordinator in advance of any interview and the students are informed of the requirements which are expected. Many times students are so well known by their participating in demonstrations at Employer Advisory Committee Meetings that they are hired without taking an employment test. Most of last year's business graduates were hired solely upon the recommendation of the school. Prior to the interview, employers are mailed a summary of the applicant's scholastic and job placement records (see illustration "C").

If the student is given a promise of employment before graduation, specific training for his job begins immediately by close coordination with the business involved. Shortly after graduation, the student begins work with the company.

During the next school year, the Job Placement Coordinator visits all companies where business graduates were hired. Here, he discusses with the supervisors how the students measure up to what is expected. Further, he discusses what can be done jointly to improve instruction for future business students. A follow-up study is made of each class of business graduates every first, third, and fifth year to determine whether or not the school is meeting the needs of these students--not only in their obtaining initial office jobs, but whether the instruction adequately provided them with the skills and knowledges to advance on the job.

A follow-up study taken of last year's business graduates, used in conjunction with job placement records, indicated:

1. 44 business students were among the diploma recipients.

2. 22 business students elected to secure an office position of some sort through the Job Placement Program.

3. 22 business students elected not to participate in the Job Placement Program; but to obtain employment on their own, attend post high school business training, enter the service, go on to college, or enter other fields of endeavor such as nursing and beautician training.

SUMMARY OF FOLLOW UP

(Students non Participating in the Job Placement Program)

1. Employed full time - 6 students (2 clerks and 4 clerk typists)
2. College - 2 students
3. Beautician School - 2 students
4. Business School - 5 students
5. Marriage - 2 students (not employed)
6. Art School - 1 student
7. Unreturned questionnaires - 4

(Students Participating in the Job Placement Program)
(and employed full time)

1. Clerks General - 4 students
2. Clerk Typists - 10 students (none in pools)
3. Stenographers - 6 students (none in pools)
4. Bookkeepers - 1 student
5. Librarians - 1 student

COMPARATIVE ANALYSIS

(Follow-up study with job placement records)

1. 77.2 per cent (17 students) who participated in the Job Placement Program were given written promises of employment in the jobs of their choice before graduation.
2. 100 per cent (22 students) who participated in the Job Placement Program were actually employed in the jobs of their choice by September 1.

3. Students who obtained their jobs through the Job Placement Program received a mean salary of $9 per week higher than those students not participating in the program. Average salary for participating students was $71 per week. Average salary for non-participating students was $62 per week.

INCIDENTAL OUTCOMES OF THE FOLLOW UP

1. 22.7 per cent (5 students) who participated in the Job Placement Program are directly involved in electronic data processing to some degree.

2. 13.6 per cent (3 students) who participated in the Job Placement Program are attending evening college classes through company paid benefits.

CONCLUSIONS

1. The Job Placement Program at Randolph High School for school year 1964-65 was successful in that all students gained employment in the jobs of their choice within 90 days after graduation.

2. Students who obtained employment through the Job Placement Program are earning higher salaries than those who did not obtain employment through the Job Placement Program.

3. Electronic data processing is becoming a significant factor in beginning office employment in our area.

4. Some Business Education students can go to college.

RECOMMENDATIONS

1. More emphasis should be given to Business Education Job Placement Programs in the public high school.

2. More emphasis should be placed on the role of electronic data processing as applied to beginning office jobs.

3. Better liasion between the school and business and industry should be established and maintained in order to operate a successful Job Placement Program.

ILLUSTRATION "A"

NAME: (Last, First, Middle Initial)

HOMEROOM

PHONE NUMBER

AGE

ADDRESS: (Street, City & State)

SOCIAL SECURITY NUMBER

DATE OF BIRTH

WORK EXPERIENCE: (Part & Full Time)

Company Address Duties

CAREER DESIRES: (List type of position student desires to obtain after graduation along with type of company)

Example: Typist - Law Firm

BUSINESS SUBJECTS TAKEN
(Check Blocks)

- ☐ Bus Math
- ☐ Gen Bus
- ☐ Econ Geog
- ☐ Typing I
- ☐ Typing II
- ☐ Shorthand I
- ☐ Shorthand II
- ☐ Bkkg I
- ☐ Bkkg II
- ☐ Bus Org & Mgt
- ☐ Bus Law
- ☐ Salesmanship
- ☐ Advertising
- ☐ Recordkeeping
- ☐ Clerical Office Practice
- ☐ Secretarial Office Prac

REMARKS
(To be filled in by Job Coordinator & Teachers)

JOB PLACEMENT RECORD
Randolph High School

Name of Company	Phone Number
Address	Description of Business
Name of Personnel Director	Positions Available

Specific Job Requirements--for example: Must be able to type straight copy at 40 wpm for 3 minutes.

RANDOLPH HIGH SCHOOL
EMPLOYER LEAD CARD

ILLUSTRATION "B"

RANDOLPH HIGH SCHOOL

Randolph Township, New Jersey

Office of the Business Job Placement Coordinator

SCHOOL JOB PLACEMENT RECORD FOR ______________________________

BUSINESS SUBJECTS TAKEN	REMARKS AND RECOMMENDATIONS
☐ Business Mathematics ☐ General Business ☐ Economic Geography ☐ Typewriting I ☐ Typewriting II ☐ Shorthand I ☐ Shorthand II ☐ Bookkeeping I ☐ Bookkeeping II ☐ Business Org. & Management ☐ Business Law ☐ Salesmanship ☐ Advertising ☐ Recordkeeping ☐ Clerical Office Practice ☐ Secretarial Office Practice	

ATTENDANCE RECORD: ________

ENGLISH COMMUNICATION: ________

____
Certifying Official

ILLUSTRATION "C"

ANNEX "E"

DUTIES AND RESPONSIBILITIES

OF A

BUSINESS EDUCATION JOB PLACEMENT COORDINATOR

BUSINESS EDUCATION JOB PLACEMENT COORDINATOR

I. PURPOSE: The primary purpose of the Business Education Job Placement Coordinator at Randolph High School shall be to establish and maintain liaison between potential employers and the school in order to determine and meet the needs of the employing community.

II. DUTIES:

A. To seek out potential full-time employers of our business graduates and part-time employers for business students currently in school and acquaint them with our educational program in Business Education.

B. To arrange for conferences between the business leaders of the employing community and the school in order to keep both parties abreast with the latest developments, trends, and projections in the field of business.

C. To coordinate all job placement activities through the guidance department in order to insure proper student scheduling, counseling, and placement.

D. To conduct periodic surveys and follow-up studies as part of the guidance service regarding our graduates to determine whether or not the Business Education program has provided adequate initial job preparation.

E. To visit former Randolph High School students and graduates on the job to see first hand whether or not their jobs are commensurate with their training in high school.

F. To contribute to the development of a central employers' file in the guidance office.

G. To identify and assist potential Business Education drop-outs and aid them in obtaining employment.

H. To assist Business Education students in arranging for job interviews.

III. ADMINISTRATION:

A. The Business Education Coordinator will have several unassigned periods to carry out his duties and responsibilities.

B. The Business Education Coordinator will develop his own schedule for leaving the high school building and returning.

C. The Business Education Coordinator will submit a monthly report to the Guidance Department regarding the job placement program.

IV. RESPONSIBILITIES: :

A. Keeping records of meetings, conferences, surveys, and studies.

B. Contributing to student personnel records in cooperation with the Guidance Department.

C. Making reports to and meeting with the Business Department, Guidance Department, and concerned employers regarding job placement.

D. Talking to students, business groups, clubs, and organizations regarding job placement.

E. Bringing Business Education graduates back to the school to speak about work experiences.

F. Evaluating the job placement program.

V. AUTHORITY:

A. Recommending potential employers to students in cooperation with the Guidance Department.

B. Recommending students to potential employers in cooperation with the Guidance Department.

C. Recommending changes in the curriculum to meet the needs of the employing community.

D. Recommending the use of new and or revised equipment, supplementary materials, and supplies to meet the needs of the employing community.

ANNEX "F"

SAMPLE

EXPLORATORY AND CAREER PROGRAM

Randolph High School

Randolph Township, New Jersey

INTRODUCTION TO BUSINESS AND MATHEMATICS

AGB-1

A business survey course for all ninth grade vocational students, designed to provide the student with a sampling of business subjects which are offered later in the high school curriculum and to acquaint the student with the various career opportunities available in the fields of business and distributive education. This course is a one semester course to be offered in conjunction with A G B - 2. Students must take both A G B - 1 and A G B - 2 to receive credit--either course may be taken first.

Topics to be offered include:

1. Salesmanship
2. Recordkeeping
3. Bookkeeping
4. Shorthand
5. Business Machines
6. Business Communications
7. Business Organization
8. Notehand
9. Occupational Information

Each unit will be a separate entity lasting approximately two weeks.

Textbook:	Dame, Patrick & Grubbs, Exploratory Business, Gregg, 1965 to be supplemented.
Schedule:	1 period per day 5 periods per week 18 weeks 2½ credits

Randolph High School

Randolph Township, New Jersey

INTRODUCTION TO BUSINESS AND MATHEMATICS

A G B - 2

A survey course for all ninth grade vocational students, designed to develop the student's understanding and appreciation of the various branches of mathematics. Further, the course is designed to provide the students with information regarding careers in trades and industries. This one semester course is to be offered in conjunction with A G B - 1. Each student must take A G B - 1 and A G B - 2 to receive credit -- either course may be taken first.

Topics to be offered include:

1. Career and Occupational Information
2. Properties of number systems
3. Open sentences in one variable
4. Graphs and applications
5. Fractions and decimal fractions
6. Verbal problems
7. Percent with applications
8. Direct and inverse variations
9. Geometrical constructions
10. Experimental Geometry
11. Indirect measurement
12. Empirical probability and statistics
13. Exact and approximate numbers
14. Logical thinking

Each unit will be a separate entity lasting approximately one week.

Textbook:	Current text used in Algebra I to be supplemented.
Schedule:	1 period per day 5 periods per week 18 weeks $2\frac{1}{2}$ credits

The following representatives have volunteered their services for the 1966-1967 Ninth Grade Vocational Career Program to be used in conjunction with A G B - 1 and A G B - 2.

Mr. Frank Mastromano - R. C. A.
Topic: "The World of Accounting"

Mr. Joseph Bell - G. E. Installation at Bell Telephone
Topic: "Careers & Opportunities in Electronic Processing"

Mr. Ralph Fancher - Picatinny Arsenal
Topic: "The Apprentice Program" (Boys)

Mrs. Estelle Sager - Picatinny Arsenal
Topic: "Civil Service Opportunities" (Girls)

Mr. R. Rehm - Mennen Company
Topic: "Production and Clerical Opportunities"

Mr. John Ricci - Hewlitt Packard Company
Topic: "Electronics & You"

Miss Jean Forkel - Bell Laboratories
Topic: "Secretarial and Clerical Opportunities" (Girls)

Mr. John More - Westinghouse
Topic: "The Mechanical Aptitude Student & His Future"

Mrs. Virginia Keener - Research Dept. - Warner-Lambert
Topic: "The Future of Warner-Lambert and You - as a high school graduate" (Girls)

Mr. Edwin Wendlocker, Mr. Donald Allerton - Warner-Lambert
Topic: "The Future at Warner-Lambert and You - a high school graduate" (Boys)

Small Business Panel Discussion
Mr. Kirby Park: Heating and Air Conditioning - Randolph

Mr. Willard Hedden: Hedden Oil - Dover

Mr. Archie Nichols: Baker Real Estate - Randolph

Mr. Rodney Jurist: Job Coordinator - High School - Moderator

A series of speakers from neighboring industries and businesses will address our vocational students in grade nine.

The purpose of this program is to expose these students to current job opportunities after high school graduation, in order that better career planning can take place. It is felt that this first-hand learning will result in immediate meaning in the student's current course of study.

The second purpose of this program is to create more articulation between school and industry and business. Randolph High School vocational teachers feel the need for further communication on this level.

The third purpose of this program is to establish a "starting off" point in which a more intensified program can be continued in each of the additional high school years.

The fourth purpose of this program is to establish more rapport between the vocational student and his teacher - (as seen through the vocational student's eyes.) This will be achieved through teacher-student evaluation of the various programs throughout the school year.

The fifth purpose of this program is to unify the thinking among the vocational teachers in the high school through discussion and exchange of ideas. This is achieved through grade-level meetings with the guidance counselor in addition to their own subject area meetings.

ANNEX "G"

STATEMENT

DISTRIBUTIVE EDUCATION IN NEW JERSEY

State of New Jersey
Department of Education
Vocational Division
Trenton, N.J., 08625

DISTRIBUTIVE EDUCATION IN NEW JERSEY

Robert D. Joy, Director

The growth of the Distributive Education cooperative programs may be attributed to the fact that the program supplies a superior type of training for youths. Such a program, if organized properly, is realistic and provides motivation which encourages learning.

The controlling purpose of the cooperative Distributive Education program is that the vocational training shall be in business of service occupations under actual working conditions for those youths who have selected distribution as their ultimate career. The Distributive Education classes for the high school youth are set up under our State Plan. The practical training and experience are given under an agreement between the employer, the school authorities, and in some cases the parents of the trainees.

This agreement insures that a progressive training program is conducted and that the trainees supplement their practical training with a program of related instruction.

Methods of instruction in the cooperative classes depend for their efficiency upon the motivation and the ability of the teacher-coordinators to adjust themselves to the varying needs of the trainees. The inductive methods of instruction, such as conferences and discussion based on working experiences of the trainees, is preferred to deductive methods based on textbooks and lectures.

We believe that the Distributive Education Work Experience program has many advantages for our school youth.

1. Guidance Values. It offers him an opportunity to get firsthand work experiences and to explore an occupational field.
2. Social Values. The student has personal contacts with co-workers in the field and customers. This gives him practical experience in working with and dealing with people.
3. Educational Values. The student receives a combination of theory and practice, thus relating instruction to life situations.

4. Disciplinary Values. Areas for exhibiting and using responsibility and initiative are ever present.
5. Economic Values. The student has an opportunity to earn while learning and to appreciate the meaning of financial independence.
6. Personal Values. The student has an opportunity for entrance into business a full year before others in his graduating class.

Work experience is a very valuable part of the experience that young people need if they are to mature properly. A great majority of our youth are so constructed that their social, emotional and mental health and growth urgently require work responsibilities. To deny these demands is just as dangerous as to deny the demands of the body for essential minerals and vitamins.

ANNEX "H"

REPORT

REACTIONS TO THE CRITERIA
OF
MODEL BUSINESS EDUCATION PROGRAMS

A REPORT TO THE VOCATIONAL DIVISION

of the

DEPARTMENT OF EDUCATION

New Jersey

REACTIONS TO CRITERIA

Ewing High School

February, 1966

Submitted by Mary Paparone

For the Business Education Department and With Their Approval

1. It is assumed that the general aims of education at the high school level shall be the aims of business education at this level. In view of this criterion, only such further assumptions as apply especially to business education in secondary schools will be hereinafter presented.

Secondary education at Ewing High School attempts to develop in each student the attitudes, understandings, appreciations, and skills necessary for present and future accomplishment. To achieve this, all youth should be considered in the light of their individual differences, interests, aptitudes, capacities, needs and background. Recognized capabilities within the child should be developed toward an eventual true self-realization. The attainment of these goals presumes a staff well versed in subject matter, alert to the nature of adolescence, and aware of methods based on knowledge of the learning process.

Business education in our school truly serves the ideas and attitudes of general education at the high school level. A single curriculum allows ample digression from a traditional approach to education. The curriculum has been designed and developed to meet the individual needs of not only the business student but the needs of the entire school population.

2. Local conditions, not only within a community but often within a single school in that community, must be taken into consideration in setting up and administering a program of business education.

The program of business education has been developed to meet the requirements of Ewing Township and its surrounding areas. The highly diversified businesses located in that area offer varied occupational opportunities. The curriculum of our school offers a sequence of courses leading to absolute skill development for those employment opportunities in the community that demand skill performance at various levels. It also provides for lesser skill development for those students who cannot or are not capable of attaining absolute skills. These students are directed to seek employment in the many clerical positions available in this community. Finally, it offers a general education background enabling all business students to become better citizens and intelligent consumers in our community.

3. Regardless of the type of school organization which prevails in any community there are two distinct, but articulated, periods of training in the field of business education. For purposes of our study one may be called the pre-vocational period, and the other may be called the vocational period. The pre-vocational period should be given over largely to exploration, try-out, personal use, and general education.

Business training I and Business Mathematics I are offered in the ninth grade as the primary pre-vocational subjects in the field of business education. The pre-vocational period is exploratory in the general sense because all potential ninth grade boys and girls may elect Business Training I and/or Business Mathematics I without any prerequisites, formal or informal. They are specifically exploratory in the sense that several major business and economic units are explored throughout the year. For example, the business community, banking services, spending plans, uses of credit, the sharing of economic risks (insurance), savings plans, and other similar units are introduced throughout the year. Try-out is emphasized in opening a checking account, writing checks, preparing budgets, buying on credit, making out insurance applications, opening savings accounts, etc. The personal-use phase is particularly evident in keeping personal records and information such as addresses, gift lists, letters, clippings and photographs, and birthday and anniversary lists. The correct use of the telephone, and mail services also has direct personal application. The travel service unit actually includes plans for auto trips which may be applied for an actual family outing in the Delaware Valley. The units on our business community, successful economic citizenship, and our business and economic world provide a basic understanding of elementary economics which certainly enhance a student's general education.

4. The vocational period should be given over largely to training in preparation for well-defined types of business occupations.

The students in the Ewing High School business department may choose from the curriculum the program best suited to their abilities and goals. He can elect to take courses that will specifically prepare him for proficiency in the following career opportunities:

Typist (including the use of the dictaphone)
Bookkeeper
Stenographer
File Clerk
Key Punch Operator
Verifier Operator
402 Accounting Machine Operator
82 Sorter Operator
Operator of Ten Key Machines
Operator of Calculators
Operator of Burroughs Sensimatic Bookkeeping Machine
Operator of Duplicating Machines

Upon the mastering of these skills, the students are given an opportunity to participate in the Cooperative Office Work Experience Program. In this program, theory and realism are brought together. Students are given an opportunity to assume responsibility and are introduced to requirements of the various business careers.

5. During the pre-vocational period, each pupil should decide under guidance which of the office, store, and other initial-contact occupations he wishes to prepare for.

A unit on planning your future and preparing for employment enables students to investigate particular careers in business. The boys and girls are encouraged to learn about the various office, store, and other initial-contact occupations so that an intelligent career choice can be made. The guidance counselor has several sessions with each student, and tries to help the student to make a realistic career choice. There is frequent exchange of notes between the Business Training teacher and the guidance counselor as well as other subject matter teachers in helping to establish realistic career goals for the student.

6. In the business career of any pupil, the ultimate goal job is more important than the initial-contact job since it has been demonstrated that any type of clerical or other business work may be used as a stepping stone to higher levels of employment.

In Ewing High School we have made every effort to incorporate in the program of studies an adequate theory background coupled with a related work experience to enable the student to take advantage of every opportunity that is presented to him in reaching his highest level of employment.

The business curriculum contains a variety of experiences and the use of many different types and models of equipment. Special stress is given to the personal qualities that lead to promotion plus emphasis on good office procedures, which include working well with others and increasing speed and efficiency in the operation and handling of equipment.

Federal and State Civil Service tests are administered to all seniors in the secretarial and clerical areas. Employment tests are also given to senior business classes. We constantly encourage all of our students to continue with their formal education. There is evidence through follow-up studies made by our Guidance Department that several students have continued their education.

7. In view of the greater importance of ultimate goals, try-out courses in business should be so contructed as to reveal the aptitudes, abilities, and interests of pupils with respect to such goals as well as with respect to the more immediate initial-contact jobs.

The Business Training I and Business Mathematics I courses are constructed to reveal the aptitudes, abilities, and interests of pupils with respect to bookkeeping and clerical careers by providing realistic units on preparation of payrolls, computing interest, discounting notes and drafts, property and income taxes, keeping a petty cash book, preparing purchases and sales records, preparing a profit and loss statement, and preparing a balance sheet. (Simplified bookkeeping forms are used.) Potential success in shorthand can be revealed through an examination of the many reports prepared by students as well as the Turse Shorthand aptitude test. Some of the students also have opportunities to operate business machines in the school office and work in the school store. Some students also volunteer to work in charity organizations during vacation periods.

8. Vocational skill-training should form a part of the training for practically every boy or girl in the business department, but such skill-training should be confined to a single skill or a closely related group of skills--stenographic, bookkeeping, selling, office machine operation, etc., in order to make room for an adequate general education program.

Students may choose one of three areas according to interest and abilities. The areas are: clerical, bookkeeping and stenography. Our single track curriculum allows ample opportunity for business students to develop a salable skill along with a broad, practical background of general education.

9. The largest possible amount of general education consistent with sound vocational training should accompany all business education, but such general education should, wherever possible, be adapted to the needs of business pupils.

In Ewing High School, the curriculum includes many subjects that help to develop the general education that is so necessary to help the student to be well prepared for his place in the business world. In both society and business or professional life a person is often judged by his ability--or lack of it--to handle his native language with fluency and effectiveness. To this end the English courses stress the constant development of the pupil's ability to express himself well orally and in writing, to read with ease and understanding, and to strive for an ever-increasing vocabulary. A great deal of stress is placed on correct spelling, accuracy, and neatness in the preparation of all this work.

In the Social Studies courses, the student develops an understanding of our political institutions, our economic systems, our cultural ideals and our duties and obligations as good citizens--in short, our whole social and economic environment.

In the Practical Science course, emphasis is placed upon the practical application of physical science principles of everyday life, industry and commerce.

In Social Psychology the students learn about themselves and their behavior so that they may better understand and get along with other people.

Our Physical Education program from grades 10 through 12 includes activities for the students which will benefit them physically, mentally, socially, emotionally, and help make them better citizens.

Our curriculum includes the minor subject of Public Speaking. This course is designed to train the student in the development of poise and good speech habits.

The cultural aspect of the students' development is brought out through our many courses in art and music. In the art classes some emphasis is placed on art that can be used in future occupations such as retailing, merchandising and advertising.

10. Since continuity of practice is essential to the development of skills of all sorts, as far as is practicable, short, intensive courses in skill subjects should replace longer courses with intermittent practice on alternate days.

The Business Education Department in its effort to develop skill achievement offers concentrated practice in as short a period of time as is practicable. Our courses offer a continuity of practice in the development of skills by meeting every day of the week. In addition, our students are encouraged to work with tapes and records on their own time.

11. Such skills as are essential to any particular business occupation for which a pupil is training should be developed as nearly as possible to the time when the pupil will leave school and enter upon such employment.

Second-year skill courses (such as Typewriting II, Shorthand II, Bookkeeping II, and Business Math II) are taken in the 11th and 12th grade as close as possible to the date of graduation and subsequent application of these skills. The highly developed skill courses such as Secretarial and Clerical Office Practice are taken in the 12th grade during the semester preceding the Cooperative Work Experience Program.

12. The core of the business curriculum should be general education instead of bookkeeping, shorthand, or any business subject or groups of such subjects.

Although we, as business teachers, are aware of the importance of the skills, we are also cognizant of the fact that in order to have well-rounded business students we must not only help them to develop those personal and vocational traits that are so essential, but we must also provide them with a well-rounded general background.

The core of each business subject in our curriculum stresses general education areas, such as the following: Good English (vocabulary, spelling, grammar, etc.), quality of work (neatness, legibility, and accuracy), and consumer knowledge.

13. Preparation for college cannot be accepted as a major objective of high school business education since the large majority of graduates of a high school business department do not go to college. Preparation for college and training for business positions require different programs.

Our main objective is to prepare students to enter the business world equipped with the necessary skills, basic business knowledge, and an understanding of business to live in an everyday business world which will help them achieve success commensurate with their ability.

Since Ewing offers the single track curriculum, many academic students take beginning business subjects (Typewriting I and Shorthand I). Business students who feel that they want to continue their education after high school are directed toward the necessary elective academic subjects along with their business subjects.

14. Since the aim of vocational business education is to prepare for the performance of specific office or store or other business duties, the tests of achievement in the technical or skill subjects in this field should square with the requirements of occupational life instead of with the usual academic standards.

The business curriculum unlike the academic program cannot be bound by static requirements. Its standards must constantly be reevaluated to keep abreast of current business requirements. It is our responsibility to have a program that is elastic in nature, for it is only by keeping our program up to date that we can have a realistic one.

The business teachers enhance the realism of this program by relating the subject matter and testing program to actual business requirements. These requirements are gathered through employers' reports prepared during our Cooperative Office Work Experience Program. Our business education coordinator is actively engaged in visiting offices and brings back to our department any important information relating to current business standards. In this way we are also able to make our goals realistic in nature.

15. Since the initial-contact positions and promotional opportunities open to boys are likely to be different from those commonly open to girls, the high school program of business education should be so constructed as to meet the apparent needs of both sexes through specialized or differentiated curriculums.

Ewing High School does not have a differentiated curriculum for boys and girls as such. Each business student is helped to construct his business program to meet future needs and goals depending on the type of business work desired after high school.

16. Boys and girls who lack the personal, mental, and physical characteristics which suggest the possibility of advancing beyond the initial-contact job should be encouraged to seek some other form of vocational training since the clerical level of business employment is unsatisfactory as a permanent goal because its financial rewards are inadequate to the needs of adult family life.

As business educators we are well aware that all boys and girls do not have the personal, mental, and physical characteristics that are commensurate with the obtaining and keeping of a good-income job. With this in mind, we do everything possible to guide these students into an area of study where they will receive the best possible education and the one that will best equip them for the outside world.

Beginning with the eighth grade, various tests are administered to the students with the purpose of enabling them to learn more about themselves and their own personal capabilities. Two of these well-known tests are the "Differential Aptitude Test" and the "Kuder Preference Record."

Once it has been established that a student is a slow learner, he is further helped in his selection of a career through intensive guidance. He is given personal guidance by his subject teacher and also his assigned guidance counselor. (We are fortunate in our school inasmuch as we also have a business guidance counselor who assists our students.) A permanent folder is kept on each student which enables the teacher to learn valuable information concerning the background, grades, personal attitude, etc., of the student he is helping.

Of further assistance to the student is the extensive "Career Library" which is maintained by the guidance department and which is available to all interested students.

Throughout the entire junior year, all juniors receive the benefit of a planned career program. The school engages speakers from all professions and businesses who come and speak to the students. In this way, the student can get first-hand information about any job opportunities that appeal to him personally.

17. Since the degree of success in business which may be attained by any individual is dependent upon many factors such as "business ability," "personality," "social qualities," "mental ability," "natural intelligence," "training," "family connections," etc., no pupil should be barred from the business program because his I. Q. is average or even somewhat below average.

No student is barred from the business program at Ewing because his I. Q. is average or below average. Such a student is encouraged to take business courses in which he will see some measure of achievement. Students of average or low I. Q. take Typewriting I and achieve some skill in relationship to their ability. Those not able to master Bookkeeping I principles because of lack of adequate comprehension of the subject matter are directed toward Record Keeping. The students who will never be highly skilled because of ability take Clerical Problems which helps broaden their business knowledge of office procedures.

In all the courses geared for the "slow learner," his personality traits are developed and good work habits stressed. For good citizenship is an integral part of the student's total business education, along with his business skill or knowledge.

18. Since the conventional and traditional subjects of bookkeeping and shorthand require a high degree of "mental ability," or "student ability," or "scholastic ability," it is clear that only students who rate high in this type of ability should be encouraged tto pursue training for entrance into business through the medium of a bookkeeping or stenographic position.

The business education student may choose one of three areas of study, namely: Clerical, Bookkeeping, and Stenography. In the ninth grade, the student is first guided into one of these three areas with the help of his business teacher who uses as his guide the results of the Turse Test plus the actual grades received by the student (especially his English grade). These enable the teacher to steer the student into the proper field of study. Only the most capable students are encouraged to take either shorthand or bookkeeping.

Once the student enters the high school and begins to pursue his chosen field, the teacher is constantly alert to the way in which the student is grasping the subject matter. The first "screening" takes place in December at which time the student is required to fill out a tentative subject election schedule for the following year. If the teacher teaching the first-year subject does not feel the student will be able to successfully complete the three-year program he has set for himself, the teacher will then, with the aid of the guidance department, guide the student into a different area. It can be said, therefore, that the first year of Shorthand, Bookkeeping, and Typing is a "trying-out period."

The subsequent years of study are further controlled by prerequisites which have been set up for the various courses and which must be met before the student is allowed to continue.

19. Since selling (retail or outside) requires what may be called an alert mind and pleasant personality, it is clear that persons who do not possess these qualities should be discouraged from seeking training for selling positions.

Through the channels of our Guidance Department, the primary screening processes are performed. Aptitude tests, interest inventories, personality and behavior descriptions, and individual counseling interviews help the counselor, teacher, and student to recognize the feasibility of selling as a career. If a student erroneously passes these preliminary criteria, he will be detected and redirected through his teachers' thorough screening each year as they give their recommendations at subject election time.

20. The high school business program must contain the best possible provision for such pupils as are not likely to succeed in stenographic, bookkeeping, and selling positions.

Although Ewing's Business Department can boast of its success in training proficient future office employees, its curriculum is not limited to these skills. Key punch training is available in conjunction with other unit record equipment such as the verifier, sorter, and accounting machine. A proficiency is developed in the operation of other office machines, including ten-key adding machines, printing and rotary calculators, full-keyboard adding machines, bookkeeping machines, duplicating machines, and dictating equipment. Another course encompasses areas such as filing, routine typing, a variety of office machines, and other clerical chores. In addition, general business subjects are available for those individuals pursuing positions in which skills are not involved or seeking higher education upon high school graduation.

21. All business courses should be offered with the needs of business pupils in mind and pupils outside the business department should be permitted to elect these courses only when it is clear that they will do the work required exactly as if they were taking such courses with definite vocational intent.

Most courses offered by the Business Department of Ewing High School have a dual objective--vocational and personal use. Vocationally, the student is trained to become an efficient and proficient office employee with a pleasing personality and of sound character. Personally, both the academic and the business student are acquainted with skills, concepts, appreciations, and understandings that will enable them to become upstanding citizens and intelligent consumers in our business world today and tomorrow. Whether they are skills or general business subjects, these courses are taught with the business student in mind.

22. The development of vocational skills and occupational understanding is accomplished most expeditiously and satisfactorily when the trainee has an opportunity to establish contact with actual business during the period of training; hence, it is desirable to make provision for some form of cooperative training whenever feasible.

A cooperative work experience program is in operation at Ewing High School. Participants are engaged in typing, secretarial, bookkeeping, key punch, and clerical duties in the community. Mornings are spent in the classroom and afternoons on the job. Students receive wages comparable to those of employees performing similar duties. Opportunities for vacation and full-time employment are prevalent for students participating in this work experience program. The coordinator works closely with the business community to find for each individual the most meaningful employment situation. With the addition of training on the unit record equipment (made available through funds under the Vocational Act of 1963), the number of students participating in the on-the-job training has more than doubled.

23. The syllabus for each subject in the business curriculum should contain for that subject (a) statement of aims, (b) essential content for use in achieving those aims, (c) suggestive methods for using that content, (d) definite testing procedure for determining whether or not aims have been achieved, and (f) helpful bibliography.

Attached are the courses of study for Ewing's Business Department. The five criteria suggested above are met as can be evidenced by merely reading the subheadings of each subject's course of study.

24. Businessmen should be consulted in the organization of any high school business curriculum which is expected to train boys and girls for employment; hence, an advisory committee should be organized and used freely in consultative capacity.

The suggestions and evaluations of businessmen participating in the Cooperative Work Experience Program are solicited annually. These are thoroughly analyzed and implemented when found to be practical and in conformance with our philosophy. These businessmen are also consulted periodically by the work experience coordinator concerning all phases of our vocational business curriculum. An advisory committee per se is not in existence; however, the close relationship between school and community and particularly between the work experience coordinator and participating employers is sufficient to make our program a successful one.

25. The outcomes of a vocational business education program can be improved by providing (as a joint responsibility with guidance personnel) a placement service and continuous follow-up procedures.

Placement and follow-up are the joint responsibility of the Guidance Department and the business education faculty. One of the four guidance personnel is responsible for the counseling, placement, and follow-up of business students both in and out of school. Employment opportunities are channeled through her office and are made known to interested and qualified students. Periodic follow-up surveys are conducted to determine the whereabouts of business graduates, the role of the Business Education Department, and the importance of guidance and placement services. Through her close contacts with the business community, the Cooperative Work Experience Program coordinator is also in a position to offer placement services. She works in conjunction with the Guidance Department in placing not only students participating in the work experience program but also others who meet the qualifications specified by job descriptions of office vacancies.

26. It must be assumed that instructional staff is competent from the point of training and experience in the business world and is also up-to-date by maintaining professional as well as business contacts.

The instructional staff consists of eight members who are educationally, professionally, and personally qualified in their fields. Educationally, all have a teaching certificate, three hold a masters degree, two are currently in pursuit of it, and three have successfully completed training at IBM institutes. Professionally, members have engaged in various activities to enhance their professional standing: a) all staff members have been employed in office-related occupations, b) active participation in conventions, c) membership in professional organizations, d) attendance at workshops and conventions, and e) in-service activities aimed at the improvement of the business education curriculum.

A. Identify these improvements

1. The most significant improvement resulting from the funds obtained by Ewing High School's Business Department under the Vocational Act of 1963 is the expansion of our Cooperative Office Work Experience program. This year we have been able to more than double the number of students participating in on-the-job training.

   Seniors enrolled in Clerical Office Practice and Clerical Problems were given training in the use of data processing equipment (unit record equipment, wiring panels, Burroughs Sensimatic Bookkeeping machine, and calculating and adding machines.) This training enabled them to be placed in positions operating unit record or closely related equipment.

   Fortunately, plant facilities made it possible to house the unit record equipment in a room which has been wired at school board expense of $1260.00. Supplies for this training was also paid by the school board.

   The Norelco Steno-Trainer equipment, also acquired through the pilot program, has enabled the students of stenography to receive individualized instruction while simultaneously develop additional skill in the taking of dictation.

2. The content of a course entitled data processing developed this school year will be offered to qualified twelfth-grade students beginning in September, 1966. A course of study has been prepared and instructional materials have been selected to satisfy the needs of this subject.

3. Three high school instructors have been trained in the area of data processing. They attended IBM Institutes in New York and Philadelphia during the summer of 1965 at school board expense of $2435.26 and have been enrolled in weekly workshops during the school year. Their training has enabled them to become not only proficient in the operation of unit record equipment, but better able to develop this skill in their students. They are presently making plans for additional training this summer at the IBM Institute.

   Application has been made by the two stenography teachers for enrollment in the State-sponsored course in the use of the Norelco Steno-Trainer equipment.

4. A course for adult training in IBM keypunch is being offered two evenings a week. In addition to keypunch training, this course devotes time to the analyzation of punched cards, introduces the principles underlying automated record keeping, and develops an acquaintanceship with other unit record equipment.

5. In December, the Business Department of Ewing High School sponsored a workshop to acquaint Mercer County Business teachers with its offering in data processing. Lectures were given followed by actual application; i. e., designing card programs, keypunch operation, machine verification, sorting panel wiring, and report preparation on 402 Accounting machine. Our aim was to initiate interest in the development of similar programs in the Mercer County secondary schools.

6. On numerous occasions we have been visited by teachers in the surrounding area. The purpose of these visitations was to observe our program in operation and to seek advice in the establishment of pilot programs in the field of data processing and of Cooperative Office Work Experience programs.

7. We are presently in the process of planning a program to acquaint the other members of our Business Department with the automated equipment acquired through the Vocational Act of 1963. This fall we participated in an in-service program on the operation of the Alpha-Numeric bookkeeping machine by Mr. Jack Shevillo, Burroughs representative.

B. Additional Improvements

1. Our emphasis on improvements has been directed toward the area of data processing. Our experience in this area reveals a strong indication that facilities should be expanded in order to enable more students to take advantage of this training. Because our improvements are based primarily on the availability of rented equipment, we are very much concerned with the continuation of our first-year requests with limited expansion of rental equipment. In addition, we can develop a salable skill in billing machine operation for the slower business students.

2. Our experience also reveals many opportunities for billing machine operators and, therefore, we are proposing the purchase of a second bookkeeping machine. A definite salable skill in billing machine operation can be developed in the slower students.

3. The purchase of an additional five electric typewriters will enable us to bring advanced typewriting courses to full capacity.

4. The installation of a telephone made available to the business education coordinator will enable her to more efficiently perform the tasks of placing students on the job.

C. Priority list of items which would help to implement these additional improvements.

Priority #1

One year rental of following equipment

8 Keypunch 026	$5,760.00
1 Card Verifier 056	600.00
1 Sorter 082	540.00
1 Accounting 402	2,760.00

Purchase equipment

1 Burroughs Automatic form aligning Sensimatic Bookkeeping machine	3,015.00
5 Electric typewriters @$353.20	1,766.00
1 Burroughs Full-Keyboard Adder Style P2208 List 10 Total 10 with credit balance	281.25
Installation of telephone in business wing	75.00
Second year rental of keypunch tapes	100.00
20 Reinforced Learning Systems Operators manuals	40.00
10 Boxes of Continuous Form Stock Paper	154.50
100 Pads Planning Charts & Wiring Diagrams	22.00

2 boxes Carriage Control tapes for 402 accounting machine	6.00
332 M IBM Cards	300.00
Ledger, journal, check supplies for Burroughs Sensimatic Bookkeeping machines	1,011.60
Tapes for Norelco Steno-Trainer	135.00
Training at IBM Institute for 2 instructors	500.00

Priority #2

1 Burroughs Series C1303 Duplex Calculator	648.75
1 Burroughs Series C1203 Simplex Calculator	457.50
1 tape recorder (sony)	125.00
4 F-6-C-N Chairs @ $25.00	100.00
1 Model 3M (Secretary) copier	379.00
TOTAL	$18,776.60

ANNEX "I"

SAMPLE

WORK EXPERIENCE PROGRAM FOR THE MENTALLY RETARDED AND SLOW LEARNER

WORK EXPERIENCE PROGRAM
FOR
MENTALLY RETARDED STUDENTS
AT
RANDOLPH HIGH SCHOOL

Although Randolph High School is in a somewhat rural area and is handicapped because of this, our school is attempting to set up a vocational work experience program for the mentally retarded.

This paper is written for laymen and educators to understand the general nature of the employment orientation program for pupils in special education classes in secondary schools.

It must also be recognized by the local Board of Education that the employment orientation program depends upon the willingness of industry to accept such a program.

This work experience program is designed specifically for retarded students and differs greatly from other cooperative education programs both in objectives and operational procedures.

RANDOLPH HIGH SCHOOL
MILLBROOK - MT. FREEDOM ROAD
DOVER, NEW JERSEY

FOXCROFT 1-2400

Dear Employers:

The Randolph School District is currently engaged in a study of job qualifications and curriculum needs for certain of its students. This study will yield information which will make it possible for the schools to provide a program tailored to the needs of these students as indicated by the qualifications required by employers.

The students who are the subject of this study will rank below average in college preparation ability. They can do well in certain types of jobs. In fact, with training and job placement tailored to their capabilities, they have a high potential as hard working, trustworthy employees. It is our hope that this study will make possible training and job placement opportunities to fill the needs of this group. It will be appreciated if you will assist us in this study by completing the following questionnaire and returning it in the enclosed stamped, self-addressed envelope.

Sincerely yours,

David J. Petrosky
Work Experience Supervisor

RANDOLPH HIGH SCHOOL
MILLBROOK - MT. FREEDOM ROAD
DOVER, NEW JERSEY

FOxcroft 1-2400

1. Name of Firm________________Address________________________

2. Type of Business____________Specific Operations______________

3. Number of employees___________________ ___________________

4. Does your firm make use of part-time help? Yes___ No___

5. Do you require a high school diploma as a condition of employment in your firm? Yes___ No___

6. How many employees are there in your firm with less than a high school diploma? ______

   a. Are any of these employees attempting to complete high school now? Yes___ No___

   b. Have any of them had special training (aside from on-the-job) since dropping from high school? Yes___ No___

7. Does your firm have job descriptions for each classification of position? Yes___ No___

8. Name and position of individual we may contact for personal interview.

______________________________NAME

______________________________POSITION

RANDOLPH HIGH SCHOOL
MILLBROOK - MT. FREEDOM ROAD
DOVER, NEW JERSEY

FOxcroft 1-2400

ADVISORY COMMITTEES AND DUTIES

A representative advisory committee composed of outstanding persons from labor and management and representing the major business and industrial establishments to be included in the employment work experience program may be appointed by the supervisor from those returning the questionnaires.

They will meet periodically as long as the program is in operation. This committee can advise in the following areas:

1. Student Qualifications

2. School-Employer Agreements

3. Related Instruction

4. Safety instruction in school and on-the-job.

5. Possible job placement opportunities and the development of sound public relations.

INTERVIEW GUIDES

Normally a survey by mail is sufficient in other work experience areas. However, because we are attempting to provide a curriculum specifically tailored to the needs of these students as indicated by the qualifications required by employers, a personal interview is required.

Your firm has completed a questionnaire which gave us basic information about your business and personnel placement. We would appreciate an hour of your time to explore further your business operations as it relates to our work experience program for mentally retarded students.

To conserve your time and to be certain that important points are covered, we will follow this guide.

1. Review the term non-academic as used in this study.
2. What is your most simple job?
3. How many of your job descriptions do you find suited to the non-academic?
4. What specific qualifications would your firm demand of applicants for jobs suited to non-academic?
5. Do you now have employees with high qualifications on jobs which might be filled by trained non-academics?
6. Have you found that workers with limited academic ability tend to remain satisfied with beginning jobs?
7. What per cent of your workers are (a) men______? (b) women______?
8. What is your chief source of supply for employees?

Possible Area Jobs for Educable Pupils from Interviews

Riverside Hospital
Dover Hospital
St. Clair Hospital
St. Francis Hospital
Greystone
Randolph High School
Trim Flex
Resorts

Ward Maid (hospital)
Charwomen (hospital, offices, plant)
Porter or Janitor
Stock Boy (retail trade)
Simple Machine Operator (drill press)
Routine sewing machine operating
Various Restaurants and Resorts - Cafeteria Jobs
Hand and Machine Dishwashing
Cleaning: pots and pans, work space
Preparation of vegetables
Removel of trays of soiled dishes
Laborer - Construction
Mason tender
Landscape - laborer
Farm work
Folding or Packing - Laundry, Manufacturing, Dry Cleaning

Dover Area

American Bottling
241 E. Blackwell St.
Dover, N.J. - FO 6-0217

Carson Gedel Rubber Co.
291 Park Heights Avenue
Dover, N.J. - FO 6-0010

Dover Hosiery Shop
37 N. Essex Street
Dover, N.J. - FO 6-2831

Peerless Handbag Co.
1 West Blackwell St.
Dover, N.J. - FO 6-1966

Reliance Picture Frame
158 W. Clinton Street
Dover, N.J. - FO 6-1130

Standard Printing Co.
Berry St. & Lincoln Ave.
Dover, N J. - FO 6-0006

Swiss Knitting Company
Spruce Street
Dover, N.J. - FO 6-0071

A. M. Walter Co.
264 E. Blackwell St.
Dover, N.J. - FO 6-1905

Denville - Rockaway Area

General Box Co.
30 Estling Road
Denville, N. J.

King Container Corp.
114 Beach Street
Rockaway, N. J.

G. G. Glover Co.
160 Franklin Ave.
Rockaway, N. J.

Rockaway Knitwear Co.
Mt. Pleasant Ave.
Rockaway, N. J.

Hungerford Plastics Corp.
114 Beach Street
Rockaway, N. J.

"WHY" THIS PROGRAM AT RANDOLPH

PURPOSE

Building personal qualifications so that the retarded adolescent can think, feel and act appropriately in the many situations of everyday life is one of the chief responsibilities of the school. Development of such qualities requires more painstaking guidance on the part of those who work with the retarded pupil if he is to achieve status. One real test of the efficiency of a program is its ability to provide opportunities for the mentally retarded to develop socially acceptable behavior.

The high school provides terminal education for mentally retarded students. Consequently, it must concern itself with the important problems of vocational guidance, occupational guidance, occupational orientation, and work experience of a pre-vocational nature.

STAFF

Education of mentally retarded pupils at the secondary level is a team job requiring the understanding and cooperation of several members of the school staff. It is not enough to organize a special class for these youth.

In addition, the special class teacher has to have the solid support of parents, regular classroom teachers, special service personnel such as counselor and school nurse, and the chief administrator of the school.

EMPLOYMENT WORK EXPERIENCE PROGRAM AGREEMENT

____

(Name of School)

I The employer ____________________________________
(name and address)

agrees to employ ____________________________________
(name and address of student-trainee)

on an alternate in-school and on-the-job training program. Not more than forty hours per week shall be spent in employment. If the student devotes time to in-school training during any week, the hours of employment shall be reduced. In no case shall the time at school and the time at work exceed a total of forty hours per week.

II The employer will offer the following work experience during the training period and will follow a rotation plan that provides basic training in each of the experiences listed.

JOB EXPERIENCES

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

III The employer will assign some member of his organization, a qualified employee, who will have a continuing responsibility for the training and supervision of the student trainee. The person responsible for this training on the job is ______

____.
(name and title)

IV The schedule of compensation to be paid the employment orientation student while at work will be at least $_______ per hour. If the student is employed in an occupation in which non-handicapped employees in the establishment are paid at piece rates, he shall be paid at least the same piece rates. The named worker or trainee must be paid his full piece rate earnings or the earnings based on the hourly rate specified above, whichever is the greater.

V The employer agrees that where a union or bargaining agency is involved, he will obtain union approval of the program.

VI The student, while in the process of training, will have the status of student-trainee, neither displacing a regular worker now employed, nor substituting for a worker that ordinarily would be needed by the employer.

VII The employment orientation course student will be covered by Workmen's Compensation Insurance and any other benefits to which he is legally entitled as a worker. The student, while working in the employer's establishment shall be subject to all regulations applying to other employees.

VIII Since the employment orientation education program is under school supervision, the teacher-coordinator will be admitted to the employer's premises at such times as the coordinator deems it necessary to observe the student at work and evaluate his progress. The coordinator will conduct his observation in such a way as to cause a minimum of interference with the employer's business.

IX At regular intervals (not less than two weeks) the coordinator will consult with the employer or his representative for the purpose of evaluating the student's progress so that an accurate school record can be maintained.

X The student agrees to report for work punctually and regularly. He also agrees to follow the orders and instructions of his supervisors at all times.

XI The parent or guardian shall be responsible for the personal conduct of the employment orientation course student during his period of training.

XII All complaints shall be made to and adjusted by the teacher-coordinator.

XIII The employment of the employment orientation course student, shall be in accordance with federal, state and local laws and regulations.

XIV This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator. The teacher-coordinator may terminate this agreement at any time after consultation with the employer.

XV Signatures

Teacher-Coordinator	Employer
Parent or Guardian	Representative of Employer
Date	Student-Trainee

CATEGORY OF WORK POSSIBILITIES

CATEGORY OF WORK POSSIBILITIES FOR THE SLOW LEARNER

1. Apprentice painters
2. Barber
3. Bookbinding helpers
4. Box boys (supermarket)
5. Carpenter helpers - apprentices
6. Clean-up and mechanical helpers
7. Common labor
8. Construction helper
9. Cooks helper
10. Cosmetology
11. Delivery and related work
12. Dishwashing
13. Dry cleaning helpers
14. Elementary electricity helpers
15. Fabrication
16. Fire protection work
17. General tire work helpers
18. Greenhouse and plant care
19. Janitorial helpers
20. Loading trucks
21 Machine operators
22. Main service
23. Mechanical work on cars and machinery
24. Nursery assistant
25. Nursing home helper
26. Plumbing helper and apprentice
27. Processing and canning fruit
28. Running electric power
29. Service Station attendant
30. Sheet metal workers
31. Simple filing and general office work
32. Stockroom work
33. Upholstery work
34. Utility floor covering work
35. Waitress
36. Warehousing
37. Yard work

Parents:

Since the nature of the special education program is one that aims at developing the social, emotional, and vocational attitudes of the students, it is important that the parents understand what we are doing. By gaining an understanding, they can better evaluate the program of their children.

It is also necessary that the parents give their written approval before students are placed in a work study or work experience program.

COORDINATOR

EMPLOYMENT ORIENTATION WORK EXPERIENCE TEACHER-COORDINATOR RESPONSIBILITIES

1. Surveying local employment opportunities.
2. Arranging interviews for trainee applicants.
3. Assisting in organizing the advisory board.
4. Publicizing the cooperative aspects of the program.
5. Interviewing and selecting prospective pupils.
6. Approving establishments for employment orientation training. Consult with the N. J. Rehabilitation Commission and arrange for the establishment of cooperative employment planning for each student.
7. Working out training schedules with employers.
8. Certifying the qualifications of employees assigned by employers to train student-trainees.
9. Assisting in the scheduling of classroom programs for pupils.
10. Developing adequate records and reporting systems.
11. Preparing courses of study in related instruction.
12. Teaching the classes in related instruction.
13. Arranging adequate classroom facilities and requisitioning necessary teaching materials.
14. Counseling pupils regarding placement with respect to appropriate employment objectives.
15. Maintaining contacts with local employers.
16. Carrying out follow-up studies of graduates.
17. Assisting pupils to obtain work permits, social security cards, health certificates, and special certificates for employment of handicapped workers.
18. Checking with employer to make sure student has filed all required permits, certificates, etc. before actual placement of student on the job.
19. Visiting pupils working at training establishments to:
    - a. Observe the type of work being done.
    - b. Arrange with employers for rotation of pupils through a wide range of activities to achieve the training objectives.
    - c. Analyzing the jobs of the pupils to secure information for work-theory coordination.
    - d. Determining how related instruction within the school effectively supplements the on-the-job training.
    - e. Adjusting any problems arising between pupil and employer.

RESPONSIBILITIES AND DUTIES OF THE EMPLOYER

RESPONSIBILITIES AND DUTIES OF THE EMPLOYER

Following are some of the employer qualifications that are evaluated in approving him and his establishment for employment of participating students in the work experience program.

1. He must accept a training responsibility.
2. He must show evidence of safety consciousness and provide properly guarded equipment for his workers.
3. He must be willing to assign a qualified employee who will be responsible for the training function and whose qualifications are certified by the teacher-coordinator.
4. He must be a party to a written agreement with the school indicating the specific nature of the job experiences to be offered and his acceptance of the conditions of the training plan.
5. He must agree to regular supervision of the program by a teacher-coordinator employed by the school, and other details which will safeguard the participating student and insure the orderly progress of the training program.

CURRICULUM

GENERAL SCOPE AND SEQUENCES

A student entering the secondary program for the retarded, will take a curricula that covers four years. Each year is a sequence of cores in order to develop the child's potential and prepare him to meet the world. Students progress through cores on an individual basis.

Core I serves as an orientation period during which the student learns to adjust to his surroundings. At this time he learns to follow the school rules and regulations; to discipline himself and follow a rigid schedule; gain poise and self control; be generally familiar with the "World of Work"; gain more competence in the basic skills; know and accept his problems without shame; know job opportunities available and how to apply for them; know importance of getting along with other students.

Core II serves a dual purpose. It is basically an extension of Core I, but also includes an in-school work program as an introduction to further work experiences. At this time the student will use his basic tools to help him in various job situations. He will receive training so that he will be able to support himself in the "World of Work". Functioning independently is the underlying philosophy of this curricula. Therefore most of the concepts and activities develop from these factors.

Core III moves the student from a school situation into the community for various job experiences. At this time he will also receive classroom experiences coinciding with the community jobs. Also he will be given further training in the tool subjects. Half of the student's time will be spent in school and half in the community. The time in school will be devoted to facing and solving problems met in work experiences. The aim of this core is to prepare the student to gain the proper skills to retain a job after completion of our four year program.

Core IV is the last phase of a four year program. At this time, the student will use all his past experiences to cope with this core. The student will have work experiences outside the community as an extention of Core III. He will learn to solve household chores, take care of his income, and earn money to act independently. Since this is the last phase of a four year program, the student will fill out more job applications and have job interviews. If possible he will have part time employment with a company for which he will eventually work. Problems he meets will be solved in school.

SPECIAL EDUCATION

IN SCHOOL WORK EXPERIENCE PROGRAM

GENERAL STATEMENT AND INTRODUCTION

The basic idea behind our in-school work experience program is to introduce special education students to work situations before they reach the age of 16. This will be accomplished through a program of a part-time nature; from one to three hours a day. The other four school hours will be spent in various subject areas. Since students will be at varying levels of readiness to participate, it is possible that only one or two students will be taking part each semester. We are also limited by the number of in-school work experiences available.

OBJECTIVES

1. To introduce the students to the world of work.
2. To enable students to develop personal responsibilities necessary to hold a job.
3. To provide actual work experiences and simple skills related to positions students might enter after leaving school.
4. To integrate work experience as part of the regular Special Education curriculum.

PROGRAM PLAN

1. The School Work Experience Program should be designed to combine actual job learnings within the school, and on the job discussions and demonstrations to the other members of the class of the skills he has learned.
2. Time Allotment: One to two marking periods per year depending upon the development of the individual student. One to three hours will be spent each day.
3. Areas of Assignment:
   Area A--Work with head custodian.
   Area B--Work with maintenance man.
   Area C--Special Work Assignment.

COMMUNITY WORK EXPERIENCE PROGRAM

COMMUNITY WORK EXPERIENCE PROGRAM

OBJECTIVES

1. To broaden background and preparation for work initiated in the school program.

2. To assist the student prepare for working through part-time experience while still in school.

3. To increase student independence and ability to secure and retain a job after leaving high school.

4. To gain understandings:

   jobs contain many skills; each is important
   characteristics of a good worker
   how to secure a job, to keep it
   job opportunities and requirements

5. To gain through supplementary classroom activities information about the world of work:

   local job families - kind of workers - job requirements
   self-analysis related to jobs
      general picture of abilities
      factors in securing a job
      factors in holding a job

FORMS

PROPOSED JOB ANALYSIS SHEET FOR POTENTIAL JOB PLACEMENTS

ESTABLISHMENT :

JOB TITLE :

WORK PERFORMED	WORKING CONDITIONS	REQUIREMENTS (TRAINING)	REQUIREMENTS (PERFORMANCE)	REQUIREMENTS (PERSONAL)
	WAGES	EXPERIENCE	RESPONSIBILITY	BEGINNING AGE
	HOURS	TRAINING DATA		SEX
	SURROUNDINGS	MANUAL		LICENSE
				BOND
				UNION
	HAZARDS	NON-MANUAL	MENTAL APPLICATION	
				TESTS TO BE PASSED
	BENEFITS	GENERAL EDUCATION	DEXTERITY & ACCURACY	PHYSICAL DEMANDS

ADDITIONAL COMMENTS :

PERFORMANCE AND ADJUSTMENT RATING

Name______________________________ Rating for period________to________

Rating by__________________________ Assignment______________________

To the rater: Evaluation of a trainee's progress and of the training program depends upon information provided by supervisors. Your careful rating of this trainee will be greatly appreciated.

In making your ratings, consider the descriptions and assign for each a number as follows: using as your basis for comparison, persons at the same level of training:

1. Poor in the characteristic described.
2. Below average in the characteristic described.
3. Average in the characteristic described.
4. Above average in the characteristic described.
5. Very good in the characteristic described.

Characteristic	Rating (Please Circle)
Punctuality Arrives at assignment on time; returns promptly from "breaks"; indicates awareness of, and concern for promptness.	1 2 3 4 5
Work Readiness Settles down to work readily; is interested and does not have to "warm up" to it, or have to be urged or reminded to begin work.	1 2 3 4 5
Appearance Wears clothing suitable for the job, is clean and neat; well-groomed.	1 2 3 4 5
Sanitation and Health Avoids spread of germs or unnecessary exposure to health hazards; uses handkerchief to cover coughs and sneezes; uses washroom facilities; keeps self clean.	1 2 3 4 5

Accepts Directions

Does not resist being told what to do; listens to and attempts to understand directions.

1 2 3 4 5

Able to Follow Directions

Performs tasks as directed; does not need instructions repeated frequently; does not do tasks in ways other than directed; adapts easily to changes in directions.

1 2 3 4 5

Seeks Assistance

Recognizes need for assistance, and asks for it; requests assistance from appropriate person.

1 2 3 4 5

Accepts Assistance

When given assistance, accepts readily; interprets assistance as helpful rather than as adverse criticism.

1 2 3 4 5

Perseverance

Continues with assigned task until completed or until quitting time; does not leave assignment or change from one task to another.

1 2 3 4 5

Effort

Works up to best ability, enthusiastic and takes pride in work; degree of effort is fairly constant and does not vary from task to task or from time to time.

1 2 3 4 5

Concern for Materials

Appreciates value of and conserves materials; avoids unnecessary waste; discards only unusable materials.

1 2 3 4 5

Safety Consciousness

Is aware of and avoids safety hazards; keeps work area clean; uses tools and equipment appropriately.

1 2 3 4 5

Disposition

Even-tempered; pleasant; not disturbed by changes in assignment or work conditions. 1 2 3 4 5

Self-Control

Takes frustrations with little difficulty; controls behavior well; behaves appropriately in the work situation. 1 2 3 4 5

Relation with Co-workers

Friendly with co-workers; not overly dependent upon them; initiates conversation; gets along well; doesn't become involved in arguments. 1 2 3 4 5

Relation with Supervisor

Accepts supervisor's authority; gets along well with supervisor; is not overly dependent upon supervisor or try to be overly friendly; respectful. 1 2 3 4 5

Politeness

Uses expressions "thank you," "please," and so on; is considerate of others; waits turn in conversation; not loud or profane. 1 2 3 4 5

* * *

Rater's estimate of trainee's general performance and adjustment. 1 2 3 4 5

* * *

Any additional comments on the trainee will be appreciated.